



CANADIAN
INTERNATIONAL
SCHOOL

Bangalore, INDIA

FAMILY HANDBOOK

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Hello and Welcome to the Canadian International School – Bangalore!

We are truly eager and excited to begin this school year and begin to welcome everyone back to campus as our community opens up and we are able to rejoin our learning community in person, I want to start by thanking each and every parent, child and faculty member who worked so well and hard together this past school year to keep all of our students on track. **Remarkably, we had one of the best years for IB scores, university acceptance, and scholarships awards in recent memory.** This is all because of the amazing community that each and every one of us help support and grow.

Thank you!

Our mantra over the past few years has been:

Common Language + Common Values = Common Culture of Learning

For us, that common language of learning is our definition of learning:

Learning at CIS is a transformative process that leads to **conceptual understanding**, the demonstration of **competencies** through application, and **character** development as seen through the CIS Core Values of Respect, Integrity, Caring, Inspiration and Joy!

Our common values include our Core Values, but also our principles of learning

Active agency: We understand that, our main goal is for our learners to be self-regulating and responsible in their own growth.

Learning is a Continuum: We understand that, learning is an on-going and reflective process that changes one's perspective, thinking, and outlook; learning may occur in both linear and non-linear ways based on the learners prior experiences, mindset, and held beliefs and will unfold at a different pace for different people

Nature of Learning: We understand that, learning is a social, emotional, physical, and cognitive experience

Learning Contexts: We understand that, learning is contextualized by the individual's personal experiences, culture, and family values. All of these personal,

individual values contribute to the uniqueness of our school culture and community.

Learning Environment: We understand that learning is shaped by the created physical, virtual, psychological, social and emotional environment and directly connects to the learner through experiences provided

From these principles our practices flow; whether a student, parent, teacher or school leader, what we do based on these five principles also helps form our learning values.

With a strong **language of learning**, and strong **learning values**, each and every one of us contributes to our strong **learning culture**. **We are delighted that you have chosen to be a part of our community and a part of our learning culture!**

Finally, I would like to note that we can't provide the best possible education for your child without you! As my final message in our Family Handbook, I would like to invite you all to be active participants in our school's day-to-day life. Please, be involved. We know that children whose families are actively involved in their learning are more successful in school and throughout their lives and careers.

One thing you can do is to join the School Community Associate (SCA) (sca@cisb.org.in) and participate in the many events and activities we hold throughout the year.

While we are very proud of what we do, we are also open to feedback on how we can improve what we do for all of your children. **If you have ideas, concerns or thoughts, don't keep them to yourself-** or simply share them with friends or WhatsApp groups; please come share them with your teachers, with your principals, or with me. **We are here to listen.** Here's to a fantastic year of learning!

Feel free to contact me via email at hos@cisb.org.in, or better yet, stop by the campus when that is possible and see me directly!

Warmly,

Ted Mockrish, Ed.D.

Head of School

FROM THE ELEMENTARY PRINCIPAL

Welcome to the early years and elementary school program at CIS Bangalore! I am excited to join the 2021 - 2022 academic year at CIS with you and your family.

This year promises to be an exciting one with plans in place for students being able to come back on campus either hybrid or fully onsite. We are also pleased to offer our world language program for students in G1 - 5. We will continue to provide an effective academic program while also focusing on your child's social and emotional well-being. We aim to continue to bring joy in learning.

The CIS Early Years program is comprised of three classes Pre-Kindergarten (PK), Junior Kindergarten (JK) and Senior Kindergarten (SK) with students ranging from 3 to 6 years old. Students at this stage in their school life will be focusing on learning about themselves (self-awareness), working with others, and learning various key concepts through play. All of which will prepare them for their entry into Elementary school.

The CIS Elementary school program is comprised of grades 1 - 5, and the focus of self awareness and teamwork continue with further concentration on academics. The academic subjects include literacy, math, social studies and science, as well as visual arts, music, physical education, drama, languages and technology. All of these concepts will work together to make learning more meaningful and applicable to each students' life inside and outside of school.

In order for learning to be even more successful, your support as parents and families is crucial. Communication between home and school is vital, as this extends the learning environment from school to home. You will be receiving regular updates and information of your child's learning experience at school, as well as events throughout the school year.

I look forward to your support this year and please feel free to reach me via email at esprincipal@cisb.org.in or set up an appointment to speak in person.

Best Regards,

Rekha Sachdej, Ed.D

Elementary School Principal

Email: esprincipal@cisb.org.in

FROM THE SECONDARY PRINCIPAL

Welcome to our secondary students!

Middle school students are at a very special time in their lives, experiencing rapid physical, intellectual, emotional, and social change. Schools need to recognize and work with this to support student growth in a developmentally appropriate way. The Middle school is committed to giving each and every student more personal support to their learning journey.

Middle school is also a time to explore a variety of learning opportunities, before engaging in a lifelong pursuit of passions and the many MS options offered this year support this essential need of our students.

At CIS, we ensure that students are actively involved in their learning, take increasing responsibility for themselves as they pass through middle school and leave well prepared for the demands of high school. This approach is exemplified in our unique Contextual Learning program, where students work together to address real-world problems in and outside of the school. In doing so, middle school students continue to develop the conceptual understanding, the skills and the character that will serve them well in becoming agents of change for a better world.

High school is an exciting time for students as they meet the challenges of increasingly academic work. They have more choice in what they study and they will find their skills and knowledge rapidly expanding as they move through the IGCSE and IB programs. Each of these is well known for academic rigour. Students will find here at CIS a supportive learning environment focussed on best practices in education that will bring the best out of them and make them successful in achieving their personal goals.

The focus in high school is on giving students opportunities for making good educational decisions for themselves, for their future. IB in particular, supports students in fostering a sense of personal responsibility for their work as learners so they can find their place in the world as productive and thoughtful adults.

Ultimately, students become independent, reflective learners, well positioned for success in the university or college of their choice.

With IT integrated into teaching and learning through the 1 to 1 iPad program in the high school, CIS students are ready to thrive in our technology driven world. Equally important, they leave CIS as global citizens, having worked with others from throughout the world in a culturally diverse learning environment. Encouraged to think creatively and to see life-long learning as the norm, they will be ready to chart their own paths, wherever those may lead.

To achieve our ambitious goals for your children, the home-school partnership has to be strong and I encourage you, the parents of middle school & high school, to engage in the learning process in every way possible. I look forward to working with you all to make this academic year one of holistic growth for all middle school & high school students. Feel free to contact me any time.

Regis Caudrillier

Secondary School Principal

Tel: +91 9741114963

Email: secondaryprincipal@cisb.org.in

DEFINITION OF LEARNING

Learning at CIS is a transformative process that leads to conceptual understanding, demonstration of competencies through application, and character development as seen through the CIS Core Values.

MISSION STATEMENT

CIS is a culturally-rich mosaic serving each student by providing a world-class international education, nurturing potential, developing life-long skills, and preparing students for an ever-changing global community.

OUR MOTTO

Shaping the Future. Together! Today!

VISION STATEMENT

Canadian International School strives to be recognized as one of the finest educational institutions in East Asia.

CORE VALUES

INTEGRITY

At CIS, Integrity is a guiding principle:

- Integrity in academics
- Integrity in relationships
- Integrity in decision-making

We strive to be guided by strong moral principles in all that we do.

INSPIRATION

At CIS, Inspiration is a guiding principle:

- Inspiring each other
- Inspiring the love of learning
- Inspiring confidence
- Inspiring to be the change

We strive to unlock the unlimited potential of the entire CIS community.

RESPECT

At CIS, Respect is a guiding principle:

- Respect for individuality
- Respect for community
- Respect for diversity
- Respect for our environment

CARING

At CIS, Caring is a guiding principle:

- Caring for self
- Caring for each other
- Caring for the social, emotional, and academic needs of all students
- Caring for the global community

We strive to act with empathy and kindness towards each other and the changing World around us.

JOY

At CIS, Joy is a guiding principle:

- Joy of learning
- Joy of teaching
- Joy of discovering,
- Joy of connecting with our school, our community and the World beyond.

We strive to harmonize work, achievement, and fun!

CIS LEARNING PRINCIPLES

Principle One

Active Agency

We understand that: our main goal is for our learners to be self-regulating and responsible in their own growth.

Principle Two

Learning Continuum

We understand that: Learning is an on-going and reflective process that changes one's perspective, thinking, and outlook; learning may occur in both linear and non-linear ways based on the learners prior experiences, mindset, and held beliefs and will unfold at a different pace for different people.

Principle Three

Nature of Learning

We understand that: Learning is a social, emotional, physical, and cognitive experience.

Principle Four

Learning Contexts

We understand that: Learning is contextualized by the individual's personal experiences, culture, and family values. All of these personal, individual values contribute to the uniqueness of our school culture and community.

Principle Five

Learning Environment

We understand that: Learning is shaped by the created physical, virtual, psychological, social and emotional environment and directly connects to the learner through experiences provided.

CANADIAN INTERNATIONAL SCHOOL OVERVIEW

Canadian International School offers a child centered, play-based Preschool and Kindergarten program, along with the Cambridge Primary curriculum in Grades 1 - 5, Cambridge Lower Secondary/IGCSE is offered in Grades 6 to 8 and Grades 9 to 10 respectively; the IB Diploma Programme in Grades 11 and 12 completes our PK-Grade 12 program of study.

Canadian International School is accredited by both the Council of International Schools (CIS) as well as by the New England Association of Schools and Colleges (NEASC). Canadian International School recently had its NEASC/CIS Accreditation 5 Year Review Visit and now looks to further grow the school's facilities and expand its educational programs, raising the bar a bit higher with each passing year. CIS is a spacious and airy campus with a wide variety of facilities to promote its educational mission. As CIS is accredited and recognized by the Council of International Schools (CoIS) and the New England Association of Schools and Colleges (NEASC), our transcripts for those families transferring out prior to graduation are fully recognized by virtually any PreK to Grade 12 school world wide. CIS graduates receive our CIS Diploma and may also opt for an International Baccalaureate Organization Diploma in addition to our CIS Diploma. Both diplomas granted are fully recognized at any international university and by the Association of Indian Universities. We recommend families speak with our university and career counselors as children enter high school to plan for which diploma options are best for their future.

The Early Years, Elementary, and Secondary divisions contain classrooms and general meeting areas, counseling offices and administrative offices, dedicated science rooms, air conditioned computer labs, a piano lab and music rooms, art rooms, EAL classrooms, and libraries. School Nurse's Office (SNO) provides medical attention to students throughout the day and maintains all student health records. Gardens and lawns are maintained around the school to create a pleasant environment as learners move about the campus. There are separate playground facilities that cater to the various age levels - allowing for students to play safely with students at the same developmental level. Parking facilities enable staff and visitors to leave their cars in a secure area and provide a safe, efficient method of welcoming students to our campus and getting them home in the afternoon.

A substantial co-curricular sporting and activities program is also offered. In addition, CIS, Elementary through Secondary, is involved in several outreach and 'Green' programs. Secondary school students participate in community service projects. Classes are taught by highly qualified staff (mainly from Canada, US, UK and India) led by an internationally diverse School Leadership team. Our classes will normally not exceed 24 students.

Formal admissions tests are based on Mathematics and English. We expect of our students a positive work ethic, self-discipline, respect for self and others and the motivation to achieve their personal best. CIS provides an in-house, school-wide, on-going professional development program in which all teachers participate in order to develop their pedagogical skills. To ensure cutting edge pedagogy, teachers avail of professional development at local, national and international venues.

We have both artificially turfed and grassed sports fields, basketball courts, tennis and badminton courts, two swimming pools and a fitness center with a weight training room and locker/ changing facilities. The Odeum, the school's performing arts center, with its 480-seats, is the focal point for The Arts and is very much the centerpiece of the campus. The student residence boarding facility provides the following: T.V. room, table tennis, pool, board games, visitor rooms, and air conditioned computer labs with Internet access. The school cafeteria provides a choice of healthy hot meals. Weekly menus are posted on our website.

WEBSITE

The CIS website is a primary source of information. Easily navigable, the website presents policies, procedures, calendars and contact information; downloads are quick and convenient, and FAQs on most topics are a salient feature. Please visit our website at

www.canadianinternationalschool.com

ACADEMIC CALENDAR

WK	S	M	T	W	Th	F	S	AUGUST 2021 (15 Days)							WK	S	M	T	W	Th	F	S	FEBRUARY 2022 (19 days)									
		26	27	28	29	30	31	26-30 New Hire Orientation							22			1	2	3	4	5	Jan 31- Feb 1 TeachConX (No Students)									
	1	2	3	4	5	6	7	02-06 All Faculty Orientation							23	6	7	8	9	10	11	12										
1	8	9	10	11	12	13	14	09 Day Zero Orientation							24	13	14	15	16	17	18	19										
2	15	16	17	18	19	20	21	10 First Day of School							25	20	21	22	23	24	25	26										
3	22	23	24	25	26	27	28	15 Independence Day							26	27	28															
4	29	30	31								20 Muharram																					
WK	S	M	T	W	Th	F	S	SEPTEMBER 2021 (21 Days)							WK	S	M	T	W	Th	F	S	MARCH 2022 (22 days)									
4				1	2	3	4	10 Ganesh Chaturthi							26			1	2	3	4	5	04 School declared holiday									
5	5	6	7	8	9	10	11								27	6	7	8	9	10	11	12										
6	12	13	14	15	16	17	18								28	13	14	15	16	17	18	19										
7	19	20	21	22	23	24	25								29	20	21	22	23	24	25	26										
8	26	27	28	29	30								30	27	28	29	30	31														
WK	S	M	T	W	Th	F	S	OCTOBER 2021 (16 Days)							WK	S	M	T	W	Th	F	S	APRIL 2022 (15 Days)									
8						1	2	02 Gandhi Jayanti							30					1	2	04-08 Hybrid SLCs (Students on campus)										
9	3	4	5	6	7	8	9	11-15 Dussehra							31	3	4	5	6	7	8	9	11-12 School declared holiday									
10	10	11	12	13	14	15	16	30-31 EARCOS WW (on site)							10	10	11	12	13	14	15	16	13 Ugadi									
10	17	18	19	20	21	22	23								32	17	18	19	20	21	22	23	14 Ambedkar Jayanti									
11	24	25	26	27	28	29	30								33	24	25	26	27	28	29	30	15 Good Friday									
	31																								29 Teacher PD Day (No Students)							
WK	S	M	T	W	Th	F	S	NOVEMBER 2021 (20 Days)							WK	S	M	T	W	Th	F	S	MAY 2022 (20 Days)									
12		1	2	3	4	5	6	01 Karnataka Rajyotsava							34	1	2	3	4	5	6	7	01 May Day									
13	7	8	9	10	11	12	13	05 Diwali							35	8	9	10	11	12	13	14	03 Eidul Fitr									
14	14	15	16	17	18	19	20	15-19 Hybrid SLCs (Students on campus)							36	15	16	17	18	19	20	21										
15	21	22	23	24	25	26	27								37	22	23	24	25	26	27	28										
16	28	29	30															38	29	30	31											
WK	S	M	T	W	Th	F	S	DECEMBER 2021 (13 Days)							WK	S	M	T	W	Th	F	S	JUNE 2022 (7 Days)									
16				1	2	3	4	Dec 18 - Jan 9 Winter Break							38				1	2	3	4	09 Last Day of School									
17	5	6	7	8	9	10	11								39	5	6	7	8	9	10	11										
18	12	13	14	15	16	17	18								12	12	13	14	15	16	17	18										
19	19	20	21	22	23	24	25								19	19	20	21	22	23	24	25										
26	26	27	28	29	30	31								26	26	27	28	29	30													
WK	S	M	T	W	Th	F	S	JANUARY 2022 (12 Days)							WK	S	M	T	W	Th	F	S	JULY 2022									
							1	14 Makar Shankrati													1	2										
2		3	4	5	6	7	8	26 Republic Day							3		4	5	6	7	8	9										
19	9	10	11	12	13	14	15	Jan 31- Feb 1 TeachConX (no students)							10	10	11	12	13	14	15	16										
20	16	17	18	19	20	21	22								17	17	18	19	20	21	22	23										
21	23	24	25	26	27	28	29								24	24	25	26	27	28	29	30										
22	30	31																														

WEEK #	DAYS	DATES	SEMESTER
19	85	AUG 10 - DEC 17	One
20	95	JAN 11 - JUNE 09	Two
39	180		

- School Holidays - School closed for Students & Staff
- National Holidays - School closed for Students & Staff
- Teachers' Professional Development Day (No School for Students)
- New Hire Orientation
- All Staff Orientation
- New Family Orientation
- First Day of Semester
- Student - Led Conferences
- End of Academic Semester

DAY SCHEDULE

Please note, during remote learning practices, the elementary school schedule is different than what is shown here. As the schedule will continue to change to address the changing needs of our students, we are not including a remote learning schedule. The middle and high school schedules that remote learning time starts at 8:30 with everything shifted back 20 Mins.

ELEMENTARY (PRE-K TO GRADE 5)					
TIME	DAY 1-4	DAY 1-4	DAY 1-4	DAY 1-4	DAY 1-4
	MON	TUE	WED	THU	FRI
08:20-09:05	1	1	1	1	1
09:05-09:50	2	2	2	2	2
09:50-10:10	BREAK				
10:10-10:55	3	3	3	3	3
10:55-11:40	4	4	4	4	4
11:40-12:20	ES LUNCH				
12:20-01:05	5	5	5	5	5
01:05-01:50	6	6	6	6	6
01:50-02:10	BREAK				
02:10-02:55	7	7	7	7	7
02:55-03:50	8	CLUBS*	AS/HT/BR*		
04:00-05:00		TEAMS	TEAMS		

CLUBS on every **TUESDAYs**

Flex/Assembly/House Time/Buddy Reading on **WEDNESDAYs** on a rotation

School finishes at 03:50p.m. on every **MONDAYs, TUESDAYs & WEDNESDAYs** and at 02:55p.m. on **THURSDAYs** and **FRIDAYs**

MIDDLE SCHOOL (GR. 6 - 8)						
TIME	DAY A/B	DAY A/B	DAY A/B	TIME	DAY A/B	DAY A/B
	MON	TUE	WED		THU	FRI
08:10-09:40	1	1	1	08:10-09:25	1	1
09:40-09:55	BREAK			09:25-09:40	BREAK	
09:55-11:25	2	2	2	09:40-10:55	2	2
11:25-12:05	ADVISORY			10:55-11:00	PASSING	
12:05-12:45	LUNCH			11:00-12:15	3	3
12:45-02:15	3	3	3	12:15-12:55	LUNCH	LUNCH
02:15-02:20	PASSING			12:55-01:35	ADVISORY	ADVISORY
02:20-03:50	4	4	4	01:35-02:50	4	4
04:00-05:00		TEAMS	TEAMS			

CLUBS on every **MONDAYs & TUESDAYs**

Advisory/Assembly/House Teams on **WEDNESDAYs** on a rotation

SCHOOL FINISHES at 03:50p.m. on every **MONDAYs, TUESDAYs & WEDNESDAYs** and at 02:50p.m. on **THURSDAYs** and **FRIDAYs**

HIGH SCHOOL (Gr. 9 - 12)						
TIME	DAY A/B	DAY A/B	DAY A/B	TIME	DAY A/B	DAY A/B
	MON	TUE	WED		THU	FRI
08:10-09:40	1	1	1	08:10-09:25	1	1
09:40-09:55	BREAK			09:25-09:40	BREAK	
09:55-11:25	2	2	2	09:40-10:55	2	2
11:25-12:05	ADVISORY			10:55-11:00	PASSING	
12:05-12:45	LUNCH			11:00-12:15	3	3
12:45-02:15	3	3	3	12:15-12:55	ADVISORY	ADVISORY
02:15-02:20	PASSING			12:55-01:35	LUNCH	LUNCH
02:20-03:50	4	4	4	01:35-02:50	4	4
04:00-05:00		TEAMS	TEAMS			

CLUBS on every **MONDAYs & TUESDAYs**

Advisory/Assembly/House Teams on **WEDNESDAYs** on a rotation

SCHOOL FINISHES at 03:50p.m. on every **MONDAYs, TUESDAYs & WEDNESDAYs** and at 02:50p.m. on **THURSDAYs** and **FRIDAYs**

CONTACT INFORMATION

ADDRESS

Canadian International School
#4 & 20 Manchenahalli Yelahanka
Bangalore 560 064, India

SWITCHBOARD NUMBERS

The CIS office switchboard operates from 8:00 am to 5:00 pm. While on campus, dial 9 to reach the operator.

Our number is:

Tel: (91-80) 6759 4444

EMERGENCY CONTACT

Outside normal operation hours please call the Head of School's cell phone for emergencies only.

Ted Mockrish - +91 974177509

VISITORS

At CIS we maintain a healthy, safe environment that promotes learning at all times. Visitors who add to our learning environment are always welcome and are expected to arrange their visits to the school in advance with the school central office. This enables the office to notify the teachers concerned and security to facilitate entrance into the school as well as parking in school facilities. Parents and guardians are valuable partners in the learning process and we are happy with their active participation throughout the school year.

All visitors entering campus will need to secure a security QR code from the main office or admissions prior to arrival on campus. Please contact **Ms. Beena Sunil**, our Head Secretary at head-secretary@cisb.org.in for school business, and **Ms. Meredith Mehra**, our Head of Admissions for all admissions visits at headofadmissions@cisb.org.in to receive a security code. Visitors must carry photo ID and the cell phone that has received the security code to enter campus.

Note that all vehicles will be subject to vehicle undercarriage searches and are required to sign at the security office counter where they will be given a visitor's badge or pass. All visitors must then report to the main reception area. Visitors may not enter classes without prior consent of the school office.

Parents wishing a conference with teachers should contact the school office for an appointment.

Regular visitors to CIS (parents, drivers, nannies, etc) will be supplied with photo ID cards. Upon entry to campus, all regular visitors will be scanned in at one of the three security booths located near the car park.

Any other visitors, including friends, former students, and other family members, visitors for admissions or other campus guests are able to visit CIS during the day with prior arrangement. This will include following our school security protocol that includes producing photo ID for all guests on campus. Drivers, maids or other family members are allowed on campus with permission from the central office. Valid passes must be visibly worn on campus at all times and surrendered upon departure.

COMMUNICATION

The CIS community strives to ensure the right to confidentiality in all private communications. CIS administration, counselors, teachers, parents and students all share this responsibility. Respecting privacy of personal information is an obligation we all share. Talking with people who are not directly involved in a situation is inappropriate. A guiding principle at CIS is "Talk with people, not about them."

Please notify the Administration if you are aware of an individual placed in a situation that threatens health and safety. Communication related to meeting or requesting appointments with teachers should keep in mind that morning and after school is difficult with the nature of CIS transport provisions.

Please, do not discuss student issues in hallways in front of others. Our community demonstrates respect at all times, for all.

PARENT CONFERENCES AND STUDENT-LED CONFERENCES

CIS Administration is happy to meet with parents, guardians and students at any time. However, to avoid waiting, it is advised that appointments are made via the central office.

Student-led conferences are scheduled to coincide with the growth in learning of the students and take place towards the end of the Semester. Conferences may also be arranged throughout the year as the need arises.

PUBLICATIONS

Each year, students and staff create Elementary, Middle School, and High School PK – 5, 6 – 8 and 9 - 12 yearbooks, highlighting staff, year events and relevant grade-level activities. 'CIS Matters', is a weekly newsletter highlighting learning at the school and the coming week's events, and posted on the CIS website. For easy access, all parents are e-mailed the link every Friday afternoon.

The CIS website

www.canadianinternationalschool.com

or the CIS Main Office

+ (91) 80 6759 4444 should be your first points of reference when seeking information.

Facebook: Canadian International School (CIS)

Facebook: School Community Association (SCA)

Twitter: @cisbweb

Hashtags: #cisblearns #cisbRocks #cisbcl #cisbdp

YouTube: cisbindia

Blog: <http://cisbangalore.wordpress.com>

You can also keep up with the happenings at CIS by following the HOS and Principals.

Head of School:

Facebook - Ted Mockrish

Twitter - @HOScis

GET THE Seesaw App!

Students and families in PK - G5 will be using the Seesaw platform for assignments, portfolios, and communication from teachers and administration. Parents are requested to have the Seesaw Parent app ready on their personal devices, and students will need to have Seesaw Class app ready on student devices. Instructions and activation codes will be provided during orientation.

WEB BASED INFORMATION PORTAL – MANAGEBAC

This is web-based, information & learning system enabling educators, students and parents to communicate, interact and facilitate learning. With ManageBac, parents are given easy access to details of attendance, attainment and homework that has been set, as well as other useful school information specific to their children.

ManageBac differs in how the ES and the MS/HS will utilize it. More specific sectional information on ManageBac can be obtained from the appropriate Principal.

The guidelines for logging into ManageBac are available with the CIS Head Secretary. We look forward to your participation. Please email to siofficer@cisb.org.in if you have any problems or questions.

PETS ON CAMPUS

Pets are not allowed on campus. If you are wishing to bring a pet onto campus, prior arrangements must be arranged through the respective Principal.

FACILITY USAGE

The facilities of CIS may be used by members of the parent community or Alumni but will need to be booked for usage through the Office or through the PE Department. There may be a fee charged for the use of the facilities at CIS, with supervision of activities and the children therein, arranged by each particular user group.

SCHOOL COMMUNITY ASSOCIATION

The School Community Association (SCA) is committed to promoting an active partnership among parents, students, and faculty and school leadership at CIS. The SCA is dedicated to helping provide the best possible educational environment for our students and the school community. Parents and guardians of CIS students are automatically part of the SCA once a child has been registered. Please contact the SCA at sca@cisb.org.in. Parents, faculty and school leadership are encouraged to participate in the group and attend the SCA General Parent Meetings held each term.

Further information can be found on the school website, including the SCA executive council, contact information, bylaws, schedules and minutes from meetings.

PARENT VOLUNTEERS

Parent volunteers, assisting in classrooms or around the school, are always welcome. To find out more about the CIS Parent Volunteer Program, contact the School Office.

TRANSPORTATION (OPTIONAL BUS SERVICE)

Transport is an optional service and children are encouraged to utilize school buses. CIS has its own fleet of buses to provide transportation to and from school for CIS students. Children are picked up and dropped from the main road as close to the residence as is safely possible within the route and time limitations. While we make every effort to ensure that the service is both safe and efficient, please keep in mind that this is not a door-to-door service. We are working under local constraints. If you have questions or concerns about the operation of the school buses, please direct them to:

Transportation Coordinator: **Mr. Arun Kumar**

E: transportcoordinator@cisb.org.in

Buses arrive at school around 8:00 am. The exact location of your stop and the time of pickup will be arranged with the Transportation Coordinator at the time of Admission.

- Do not send your child to school on the bus if they have any illness, fever, stomach, flu-like symptoms, or any illness at all
- Students are to be at the designated stop 5 minutes ahead of the designated time.
- Buses depart from school at 3:50 pm on Mondays, Tuesdays & Wednesdays.
- Buses depart from school at 3:00 pm on Thursdays & Fridays.
- A responsible adult must be at the bus stop to see off/receive elementary and new students. Should the assigned collecting adult fail to be present at the student's bus stop,

the student will remain on the bus and be returned to school. Parents will be contacted for instruction.

- Temperature checks and masks are required for all people embarking on CIS buses at all times until further notice.
- Safety rules are displayed in all buses.
- Seat Belts must be worn before buses leave campus.
- For any change in bussing for your child, please inform the school secretary by email, the day before or by phone up to 12 pm on the same day of the change (+91 9148668444 / +91 80 6759 4444)

BUS CONDUCT EXPECTATIONS

Getting children to and from school safely each day is a serious responsibility. It is essential for all children on CIS buses to follow the below rules for the safety of all the riders.

Riders will:

- Arrive at the bus stop at least five minutes early
- Stay off the road while waiting for the bus
- Avoid walking directly in front of the bus
- Be careful getting on and off and finding a seat
- Masks must be worn properly covering the nose and mouth for the entire duration of the bus ride
- Eating is prohibited until further notice; drinking water is possible by properly slipping one's mask off and on to drink.
- Remain seated at all times and with their seat belt securely fastened
- Not talk to or distract the bus driver, in any way
- Keep all body parts inside the bus while riding
- Always use appropriate language and speak in reasonable tones inside the bus
- Be respectful and responsible toward others
- Always keep the bus clean by using the dustbin if necessary for wrappers, juice box etc...

- Listen to and follow the instructions of the bus monitor and teachers on the bus.

SEATING ARRANGEMENT:

- Bus monitor sits in front.
- Gr.9 – Gr.12 students sit from rear to the middle (depending on student numbers and bus capacity)
- Elementary students and Gr.6 to Gr.8 students sit from the middle to the front
- School bags to be placed on the floor
- In case there is a seating plan in force, students may not change their assigned seating unless seats are reassigned by the teacher on duty or Principal. Offences on the bus will be reported to the Principal by the bus monitor and teachers on the bus. The school reserves the right to withdraw bus privileges or enforce suspensions due to violation of bus rules.

OWN TRANSPORT

- Own transport is an option that many families choose.
- Only cars with CIS stickers will be allowed onto the campus. Serial numbered stickers will be issued to families on their first day at school. Stickers must be returned at the time of withdrawal from school for all accounts to be settled.

SCHOOL 'DROP OFF' & 'PICK UP' GUIDELINES

The circular drive in front of the School is used to drop off and pick up students at school. This strategy facilitates efficient use of the drop off & pick up zone at the busiest times, beginning and end of the school day. The only area where student pick-up is allowed is on the left side of the driveway, at the steps or near the palm trees. No students are allowed to walk out into the parking lot and pickups are only allowed in the lane closest to the steps.

- Parents must complete the required forms that carry photographic ID of the driver/nanny and the children being transported.
- Drivers are to display the school issued ID in a

prominent place. CIS provides all families with car identification stickers.

- Nannies are to present ID on request.
- All are to strictly adhere to pick up, drop off and parking protocol.
- All drop-offs and pick-ups must happen at the steps 'the arrival and dismissal area'.
- Cars circle the parking area to facilitate an orderly and safe drop off and pick up routine.
- Unaccompanied children must wait at the landing steps of the dismissal area until their cars pull up to the steps.
- If the child is not at the arrival and dismissal area, the driver must circle or re-park and repeat the pickup process when his /her ward/s arrive/s at the arrival and dismissal area.
- Students are not permitted to walk across the driveway into the car park.

PARKING

Parents and visitors are provided with the opportunity to use the school's parking facility while on official school business. Parents, visitors and drivers, please cooperate with the security/parking attendants. CIS asks that we all remember a few basic safety rules.

- No students are allowed to walk out into the car park, even if they are accompanied by a parent
- No dropping off students in the 'through lane' but rather only from the lane next to the steps
- No honking of horns in the car park

Lastly, only vehicles with CIS stickers displayed on them will be allowed through the gates and into the Car Park. If there is no sticker displayed, the vehicle will not be allowed access and students must get out of the car and be walked onto campus with our security personnel. This, again, is strictly for safety purposes.

NURSING OFFICE POLICY AND PROCEDURES

A student's health status is directly related to his or her ability to learn. Children with unmet health needs have a difficult time engaging in the educational process. The School Nurse is a member of the Learning Support team. If a student is on any type of medication, for any reason, please inform the school nurse's office.

ROLE OF THE SCHOOL NURSE

The registered professional school nurse is the leader in the school community to oversee school health policies and programs. The school nurse serves in a pivotal role to provide expertise and oversight for the provision of school health services and promotion of health education. This includes monitoring local, regional and global health issues and creating response protocols for larger health issues. Using clinical knowledge and judgment, the school nurse provides health care to students and staff, performs health screenings and coordinates referrals to the medical home or private healthcare provider. The school nurse serves as a liaison between school personnel, family, community and healthcare providers to advocate for health care and a healthy school environment (National Association of School Nurses / American Nurses Association [NASN / ANA], 2005).

Admission's Documents contain a simple, yet effective Health History Form. Items included:

- Medication (if any)
- Past Medical History or Concern
- Treatment Consent form (allowed or not)

This form is copied and placed in the student's file in the nurse's office upon admission. Students visit the Nurse's office as a part of their School Tour and Orientation.

EMERGENCY AND FIRST AID PROTOCOL

Students are released to the Nurse's office when a teacher writes a permission slip, or when the student visits on their own during a break or lunch. The permission slip contains the name, grade, time, teacher's signature, and reason for the visit. This same note is returned to the student and passed back to the teacher when the student returns to class. In most of these situations, parents are not contacted. Simple first aid is administered. The visit is recorded in the student's medical file in the Nurse's office.

- **No parental contact-** Minor First Aid - Visit usually last 5 minutes
- **Common Symptoms: allergies, cuts, falls, dry, itchy, headache**

Most visits are treated quickly and with over the counter

medication, eye drops, Vaseline, and calamine lotion (for mosquito bites). Every visit is recorded in the student file and in the Nurse's logbook. If parents are contacted, this is also recorded. School Administration rarely knows of these visits. Parents and/or Guardians who have not approved or signed the treatment consent form to give over the counter medications will be called before any medications are administered.

REGULAR OVER THE COUNTER (OTC) CARE

Regular Over the Counter (OTC) Care provide by the SNO

- Calamine Lotion- insect Bites
- Eye Drops- dust
- Vaseline- dry lips

OTC MEDICATIONS SUPPLIED BY THE SNO

1. Gelsulil syrup or tablets – chest burn, gastritis
2. Brufen tablets – pain (headache, toothache)
3. Domstal tablets – nausea, vomiting
4. Calpol or Crocin tablets – fever
5. Meftal tablets – dysmenorrhea
6. Buscopan tablets – stomach pain, diarrhea
7. Sprolac tablets – severe diarrhea
8. Cetrizine tablets – severe cold
9. Rantac tablets – gastritis
10. Saridon tablets – headache, migraine
11. Periton syrup - cough
12. Relispray – sprain
13. Nasivon (nasal drops) – nose block (in case of cold only)
14. Tears Plus (eye drops) – dust in the eyes (eg: sand).
15. Strepisils – throat irritation in case of cough.
16. Savalon and Betadine - Antiseptic solution
17. Povidone, Burnol and Neosporin - Antiseptic Cream

PROCEDURE FOR EPIPEN USE

1. The epinephrine auto-injectors is kept in CIS school nurse office exclusively with the mutual understanding between the parent and the school administrators for the emergency use in case of anaphylactic shock.

2. A physician provides a written order that specifies the quantity of epinephrine auto injectors to be furnished.
3. Epipen will be stored in SNO, properly labeled with the correct student name and Grade.
4. Epipens are not readily available in India. They are not stocked for regular use in our SNO.

PROCEDURE FOR HEAD LICE

Children with active lice will be sent home immediately. All nits must be removed after receiving a treatment. Children may be checked by the school nurse before re-entry to classroom is allowed.

PROCEDURE FOR NEBULIZER AND INHALERS

- Only with the doctor's prescription and instructions, will our SNO treat a student with nebulization.
- If a student has an inhaler, please share the prescription with the SNO and keep a copy of the prescription with inhaler so that correct use occurs. Many students self-medicate with inhalers, and the SNO hope to ensure correct dosage of inhaler medications.
- If the SNO notices a child with an inhaler, they may contact the family for more information. Child safety is our utmost concern.

FIELD TRIP FIRST AID KITS

Teachers collect first aid kits from the SNO prior to field trips.

BOARDERS

If a Boarder is ill at school, the school nurse will contact the Boarding Coordinator & Boarding Nurse. The Boarding Coordinator will make the decision to inform the parent/ guardian. School Administration is informed when parents are informed or to help in making the decision to contact parents.

Students may stay in the Nurse's office for the day, but if permission is granted, they may return to the boarding hostel to rest.

PARENTAL/GUARDIAN CONTACT- MAKING DECISIONS WITH THE NURSE'S OFFICE

When a student is sick and being released from regular classes:

1. The Nurse calls the family for pick-up. The child stays in the nurse office until pick-up.
2. The Nurse informs CIS administration and secretaries that the student is excused from classes at school and are awaiting pick-up.
3. A Driver/Parent/Guardian picks up the student from the nurse's office, then they take the permission slip from SNO to CIS secretaries, then an exit pass is given to the student and their caretaker.
4. Teachers will be informed by the SNO if a student is leaving campus or "resting" in the SNO.

Common Symptoms may include: fever, suspected fracture, dislocation, bleeding that doesn't stop, head injury, known allergic reaction, or if the child has a special concern that has been documented on the Health History Form completed upon admission and stored with the Registrar's office.

MEDICAL CERTIFICATES FOR SICK LEAVE

Please submit medical certificates to CIS secretaries if a child has been absent for 3 or more consecutive days. These documents are passed to the registrar's office and to the school nurse's office. Boarders are also required to bring medical certificates if they have been absent for 3 or more days or when they have been ill off campus. This helps our staff provide follow-up care.

MORE INFORMATION

All health policies are updated regularly and they are available in the Nurse's office. Please stop by the Nurse's office if you have any questions. Nurses / Permission slips are in the 'Forms at CIS' section at the end.

EDUCATIONAL PROGRAMS AND SERVICES

The Secondary Principal is the academic, personnel, curricular, and disciplinary leader of the secondary sections of CIS. The Secondary Principal is in place to support teaching and learning and is available to parents upon request. For more information, please drop by or e-mail:

Regis Caudrillier: secondaryprincipal@cisb.org.in

The ES Principal is the academic, personnel, and curricular and disciplinary leader of the Elementary School section of CIS. The ES Principal is in place to support teaching and learning and is available to parents upon request. For more information, please drop by or email:

Rekha Sachdej: esprincipal@cisb.org.in

The Head of Learning oversees all matters curriculum and program related, ensuring that transitions from each division within the school are smooth. Support and resource allocation needs are key components of any school and at CIS the Dean of Studies facilitates the learning process, helping the students and teachers to be the best that they can be. For more information, please drop by or e-mail:

Shefali Jhaveri: headoflearning@cisb.org.in

The Head of Admissions oversees all matters related to student admissions, ensuring that new student transitions to each division within the school are smooth. Oversight of testing and new student services also fall under the umbrella of the Head of Admissions. For more information, please drop by or e-mail:

Meredith Mehra: headofadmissions@cisb.org.in

THE EARLY YEARS PROGRAM (PK – SK)

The Early Years Program has three levels: Pre-Kindergarten (3+ years); Junior Kindergarten (4+ years); and Kindergarten (5+ years), each with a play-based component. The EYP recognizes the uniqueness of each child and understands that children are different from adults in the way they develop and think. Experiential learning is emphasized.

THE ELEMENTARY PROGRAM (GRADES 1 – 5)

The Elementary curriculum meets the differing needs of the 'international student' and 'third culture child'. This Cambridge Primary is in place from Grade 1 through to Grade 5. Cultural Hindi Classes are introduced in Grade 1 and continue through Grade 3. French, Spanish, Mandarin or Hindi are the available choices for our 4th and 5th Graders. Students from Grade 3 – 5 sit Measurement of Academic Progress (MAP) Tests twice each year, once in the Fall and again in the Spring.

THE MIDDLE SCHOOL PROGRAM (GRADES 6 – 8)

The progression from Elementary curriculum to Middle School curriculum is smooth. The Cambridge Secondary 1 curriculum develops learners' skills and understanding in Mathematics, English and Science for the first three years of secondary education and provides excellent preparation for Cambridge IGCSE and the IB program. Students from grades 6 and 7 sit Measurement of Academic Progress (MAP) Tests twice each year, once in the Fall and again in the Spring.

INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (GR. 9 – 10)

The International General Certificate of Secondary Education (IGCSE), provided by University of Cambridge International Examinations (CIE), is offered to our grade 9 and 10 students. The two-year IGCSE program is the world's most popular International qualification for 14-16 year olds. It develops successful students, giving them excellent preparation for their next steps in education, progression to the IB Diploma, and equips them with skills for immediate employment. Universities and colleges worldwide recognize the IGCSE. Students in the IGCSE program study up to 10 subjects and are supported by our EAL department as necessary.

Further information is available at: www.cie.org.uk/qualifications/academic/middlesec/igcse/subjects

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (GRADE 11 – 12)

The two-year Diploma Program, offered in Grades 11 and 12, is a demanding pre-university course of study designed for highly motivated students. It leads to a qualification that is widely recognized by the world's leading universities. The Diploma Program prepares students for university and encourages them to ask challenging questions.

Students learn how to learn, developing a strong sense of their own identity and culture while also developing the ability to communicate with and understand people from other countries. For more information about the IB Diploma program visit: www.ibo.org/Diploma/

COUNSELING AND COLLEGE GUIDANCE

The School Counselor provides the following services:

- Individual and small group counseling to meet student needs in the areas of learning, behavior and personal/social development.
- Enhances students' educational achievement through goal setting, assists in developing individualized educational programs and activities such as promotion of effective study habits.
- Provides guidance for educational programs and activities that promote student decision-making skills, teach responsibility, and promote self-worth.
- Assists students in the transition from school to school or to a new environment and culture
- Proactively identifies and refers students and families to community agencies and other professionals in the field.
- Administers aptitude tests, and interprets ability or achievement consistent with CIS standards.

School Counselor's Contact:

ms-hscounselor@cisb.org.in
escounselor@cisb.org.in

The Guidance Counselor (University) provides the following services for students preparing for post-secondary studies based on students' future aspirations.

- Guides students wishing to apply to university.
- Advises on how to choose a course for future study.
- Offers advice on how to choose the country for future study.
- Offers advice on how to choose a university.
- Offers advice on course selection in the IB Diploma Program.
- Helps students write effective personal statements and essays.
- Offers support for testing programs – how to prepare and register for Scholastic Aptitude Test (SATs), Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS). CIS is an SAT Test Centre.
- Maintains a record of application progress.
- Maintains a record of credits required for the CIS Diploma.
- Organizes university visits and college fairs.

Guidance Counselor (University) Contact: guidance-counselor@cisb.org.in or kdatta@cisb.org.in

EAL PROGRAMS AT CIS

CIS accommodates students with a wide range of language abilities. Some students may have concerns coping with many new cultural and linguistic challenges. This gives rise to the need to offer extensive EAL support across the school, both in mainstream and EAL classes, and a strong consideration in terms of settling into India and our school. CIS offers flexible programs that consider the knowledge gaps that may exist.

Our EAL courses reflect engaging and varied teacher/learner strategies, and seek to enrich the learning with a strong focus on listening, speaking, reading and writing that allows students to become more aware of the English language and modern English usage in all its forms. A final consideration is that the ultimate aim of our EAL program in our school is to raise students

to the linguistic level that allows them to become fully involved in mainstream study.

ENTRANCE ASSESSMENT AND MONITORING PROGRESS OF EAL STUDENTS

The language of instruction at all Grade levels is English. All applicants who do not have English as their first language are assessed by an English language specialist upon entry to determine their level of English proficiency. WIDA, an internationally recognized EAL diagnostic program and curriculum, along with writing samples when appropriate, are used to determine a student's linguistic ability. The assessment includes the WIDA assessment and a brief face-to-face interview conducted in English by a specialist. Although records from previous schools are considered, our school requires students for whom English is not a first language to be assessed by the EAL department, and then be appropriately placed and supported. There could also be occasions when a student who is struggling with mainstream study, would be required to be returned into an EAL program and/or complete additional work set by the EAL department. Although parental concerns are considered, the decision on placement into EAL program is made by the EAL Coordinator and Dean of Studies, on the informed recommendations of all of a student's teachers.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

At CIS, our EAL programs supports the language needs of our English Language Learners (ELLs.)

- The EAL model is a co-teaching model with a dedicated EAL specialist teacher per grade level. Grade level teachers and the EAL Specialist Teachers collaborate to ensure that learning is made accessible for our ELLs.
- For grades K to 8, ELLs attend English Language classes with all other students during the English Language Block. ELLs will access and use the same literacy programs as used in grade level classrooms (such as RWI/RAZ reading program), along with all other students. EAL Teacher support will be available for our ELLs during these classes.

- During the World Languages Block, ELLs attend English As An Additional Language (EAL) Classes with the grade level EAL Specialist Teachers. Content design for these classes is done in collaboration with homeroom or grade level teachers/Specialists to align content with what is being taught in classrooms. This may include but is in no way limited to:

1. Language Acquisition, Vocabulary and Word Recognition, Basic Communication, Sight Words Study, Etc.
2. Comprehension and working towards fluency
3. Pre-reading & vocabulary study of content from the mainstream classroom
4. Reteaching to support mastery for ELLs.
5. Novel study reading
6. Learning to Write - Word to Phrase to Sentence to Paragraph.

TRANSITIONING FROM EAL TO WORLD LANGUAGE

Final decisions to transition from EAL to a World Language or Mother Tongue Language class are made in consultation with the EAL Coordinator, EAL teacher & Dean of Studies. This decision is based on continued language progress, WIDA assessment, and recommendations of teachers. All English language learners are required to attend EAL classes until they have sufficient language skills to successfully participate in mainstream study.

IGCSE ENGLISH AS A SECOND LANGUAGE (IGCSE ESL) & ENGLISH AS AN ADDITIONAL LANGUAGE

In Grades 9 - 10, English Language Learners (ELLs) study IGCSE ESL. Students placed in this course remain for the duration of the two-year program. These students are supported in mainstream classes by EAL informed mainstream teaching, and EAL classes lead by the Grade level EAL Specialist, focussing on content designed in collaboration with other subject specialists.

In Grade 9, a mid-semester 1 assessment will be conducted, and this is the only exit opportunity for students in this course. Students must demonstrate language proficiency to be considered for transitioning from IGCSE ESL to IGCSE English. Assessments will be conducted by the grade level EAL Teacher, and final decisions will be taken in consultation with the Division Principal, Dean of Studies & EAL Coordinator.

SUPPORT FOR LEARNING

CIS is able to offer places at each grade level to a limited number of students with mild to moderate learning difficulties. For these students, assistance may be provided both in and out of the classroom as appropriate, usually in small groups and occasionally on an individual basis. Since CIS does not have separate classes for children with learning difficulties, a primary consideration in offering a place will be the student's ability to access the regular classroom with limited support. CIS also takes account of the number of other students requiring learning support in the Grade level applied for, and the level of resources needed to support the student.

FIELD TRIPS

Canadian International School views all educational experiences outside of the classroom such as field trips and Experiential Learning, as a natural extension of learning inside the classroom. Permission forms must be completed and returned. Students' behavior at all times must meet the expectations of the school. Collared shirts and long pants or shorts (not PE) must be worn on Field Trips and off-site excursions, unless the specific school excursion requires alternate apparel to be worn (at request of teacher).

INFORMATION TECHNOLOGY VISION:

Canadian International School strives to prepare students to act with INTEGRITY, CARE, and RESPECT in an increasingly digital world. Our students will be able to use technology to INSPIRE others and to create a JOY of learning and sharing with our community. Our technology vision supports CIS's vision and mission. It incorporates our core values of Joy, (Joy of connecting

with our school, our community and the world around us), Inspiration (Inspiring to be the change), Integrity (Integrity in academics, relationships, and in decision making), Caring (Act with empathy and kindness towards each other and the changing World around us), and Respect (Respect for individuality, community, diversity, and for our environment).

OUR DIGITAL CITIZENSHIP VISION

Canadian International School strives to prepare students for an ever-changing global community by developing lifelong skills including digital citizenship. At CIS we encourage our students from K-12 to safely, ethically and consciously explore, create and communicate in a 1:1 environment so that every student at CIS will become good decision makers and consider their digital footprint from a personal and community perspective. As knowledgeable and responsible digital citizens our students will be able to harness the learning potential of an increasingly connected world and lead happy and successful lives.

These vision statements drive decision making at CIS. CIS provides a wide range of Information Tech tools (iPads, Apple TVs, Mac Minis, Air Printers, 3D Printer, Windows Desktops, and more) for both educational and administrative use throughout the school. Students receive IT technology instruction to develop basic skills such as keyboarding and to learn to code. There are computer laboratories as well as computers in the school libraries and every classroom to facilitate the integration of technology throughout the program of study. The school computers are exclusively for educational purposes.

iPads

All students in Grades 6-12 must have an iPad to attend CIS. iPads are used to enhance the educational experience and provide an opportunity for students to learn and show their learning in different ways.

In Elementary School, there are iPad carts allocated for grade level use that are booked out for use in Elementary classes. Please refer to the Information Technology Acceptable Use Policy in the appendix.

PHYSICAL EDUCATION

Physical Education (PE) including Swimming is an essential part of the total education process. PE provides opportunities for the continuous development of each student's physical, mental, social and emotional growth and development. Physical Education at CIS is varied and challenging. Students participate in team sports and individual sports.

Students will be excused from activities that would aggravate an illness or injury. A note from a doctor and/or parent must accompany a request to be excused from such an activity.

If a student is not feeling well at school, they need to inform the nurse and PE teacher at the beginning of the class. If a student is not able to take part in PE, they may be asked to assist, if possible, or they will be assigned work.

COMMUNITY SERVICE

The CIS mission but also leads our students towards academic success and life-long learning and develops their humanitarian spirit.

To accomplish our mission in a manner consistent with our values, we develop service opportunities that:

- Enhance learning through practical experience in the community
- Offer participants a greater understanding of social justice and develop their interest for social change

TEXTBOOKS

Grade and subject appropriate textbooks are supplied to students. Students are allocated a code numbered textbook by the division librarian.

- If the student loses/damages/defaces a book, he/she is responsible for replacing the textbook or paying for a replacement, including courier cost. All textbooks at CIS are updated regularly.
- If any student does not return a book in their possession before the end of year, they must fill out and sign a lost book/s form on the

scheduled book return day. On return of book/s, the form will be discarded. If not, the cost of the book will be deducted from the security deposit.

TRANSCRIPTS

Transcripts are available in a variety of media.

Please contact the Registrar: registrar@cisb.org.in for further information. Transcripts will be:

- Mailed directly from the school (in sealed and signed envelopes)
- Scanned and sent from official school email addresses (and followed with the sealed and signed envelopes)
- Colleges/Universities want to be sure that the record of grades has not in any way been compromised the same is true for letters of recommendation.

CIS will send a maximum of three final transcripts (on the completion of the IB) without charge to designated colleges/universities. Courier charges for sending all application packages and mailing of extra transcripts to Colleges/Universities will be charged to the student account.

CO-CURRICULAR ACTIVITIES PROGRAM

PROGRAM HOUSE ACTIVITIES

House Activities are held school wide each Wednesday on a rotation basis. Wednesdays at CIS are dedicated to House Activities, Assemblies, Homeroom and Advisory classes as well as for Author and guest Speaker sessions and College visits.

ELEMENTARY CLUB BLOCK

Elementary clubs are an important part of our “character and community building” initiatives. Students choose the club they would like to be a part of each Thursday afternoon. Options vary by Term but normally include music, art, crafts, yoga, gardening, sports, games, programming, etc. Club time provides students with the opportunity to connect to others with similar interests as them, often students from different sections or grade levels. Students also get the valuable opportunity to get to know teachers with similar interests as them in a non-evaluative environment, providing them with another valuable teacher advocate besides their homeroom teacher.

SECONDARY CLUB BLOCKS

Secondary Clubs are held each Monday and Tuesday throughout the year. Clubs help students fulfil IAYP and CAS requirements and provide opportunities for student leadership in a variety of areas, including sports, the arts and service.

CIS HAS 4 HOUSES:

- Red House – Draco
- Green House – Phoenix
- Blue House – Scorpius
- Yellow House – Leo

House games are activities designed to build school community, develop teamwork, and stimulate school spirit. House activities are scheduled on Wednesdays, so students are required to wear their house shirts then. . Clubs and activities vary from term to term depending on student and teacher interests.

SCHOOL-WIDE POLICIES AND PROCEDURES

ADMISSIONS POLICY

The Canadian International School (CIS) Admissions Policy is determined by the CIS Board in conjunction with the Head of School. For more information on the admission policy, please go to the link on the school website or e-mail the Head of Admissions, **Meredith Mehra** - headofadmissions@cisb.org.in

ENTRANCE EXAMINATIONS & INTERVIEWS EARLY YEARS APPLICANTS: PRE K, JK, AND SK

- There is no general entrance examination. After initial observations in an appropriate classroom and review of application documents, qualified applicants may be invited to CIS to assess for readiness.

APPLICANTS TO ELEMENTARY SCHOOL: GRADES 1 – 5

- Subject specific entry-level examinations and an interview are required for all applicants to Grades 1 – 5
- Grades 1 – 2 Math and English
- Grades 3 – 5 Math and English (If on campus) applicants will take the Measure of Academic Progress (MAP) assessment electronically with a writing sample. If applying internationally each applicant will be sent (electronically) a Math and English assessment with a writing sample prompt.
- Applicants requiring English as a Additional Language (EAL) will be administered a written and listening assessment for placement at the correct EAL Level.

APPLICANTS TO SECONDARY SCHOOL: GRADES 6 - 12

Subject specific entry-level examination and an interview:

- For Grade 7 to 10 - Math and English
- For EAL (Placement)
- For IB Diploma Program - Math, English, and any Science: Physics/Chemistry/Biology students plan to study at CIS
- Interviews will be held for all Grades as deemed necessary by CIS, and students

for IGCSE and IB Diploma will meet with the appropriate coordinator.

DISCONTINUATION OF ENROLMENT

A positive, collaborative working relationship between the school, the student and the student's parents/guardians is essential to the fulfilment of the School's Mission. Accordingly, the school does not tolerate behavior that is detrimental to the safety, integrity, or dignity of any individual or group. Therefore the school reserves the right to discontinue enrolment if it concludes that the actions of a student/parent/guardian make such a relationship impossible or otherwise seriously interfere with the CIS's accomplishment of its educational purposes.

WITHDRAWAL PROCEDURE

Please refer to the Parent/Guardian Admissions Agreement Policy in the appendix.

Please note that a withdrawal notice is not confirmed until the Admissions Department has received a written withdrawal request and an acknowledgement of receipt has been received by the Parent via CIS Withdrawal Procedure Form. This form can be obtained by contacting the Admissions Department.

A. STUDENT DISCIPLINE

CIS understands that the school environment is for students to learn and grow from mistakes made socially when interacting with each other. At times, student actions may stretch past what is recognized as acceptable behavior. In addition to social learning about how to respectfully interact with each other within our community, faculty and administration may need to set consequences for specific or repeated student behavior. Classroom responsibilities are set within classrooms through shared agreements whereas school wide boundaries and consequences are set forth in our discipline policy. In both cases, our school's Core Values of Respect, Integrity, Caring, Inspiration, and Joy are at the core of our behavior and discipline actions.

Administration will support its students and teachers in the maintenance of proper behavior and discipline. All members of the school community should be aware of what is expected of them, and of the possible consequences for breaches of school community policy and regulations. In administering discipline, staff is to treat pupils with dignity and respect.

Discipline at CIS follows a four-stage system with consequences for misbehavior clearly articulated. The policy is sent out to all parents via E-mail at the beginning of each academic year. It can also be obtained from the school at any time. Simply contact one of the Principals for the full policy.

Other areas covered within the discipline policy include:

- Disciplinary Procedures (Student Harassment and Bullying)
- Disciplinary Procedures (Bullying)
- Disciplinary Procedures (Anti Racial, Religious, Cultural or Gender Identity Issues)
- Disciplinary Procedures (Suspensions)

Some breaches of the discipline policy are severe to the point where they do not follow any set escalation of steps and are at the Administration's discretion and may include expulsion. These include:

- Fighting
- Uttering of Threats
- Slurs or aggression based on racial, religious, ethnic, or gender identity
- Alcohol, Drugs, Drug Paraphernalia, and Illegal Substances

HOMWORK POLICY

The Canadian International School Board supports the assigning of homework for students that are relevant learning experiences, related to the school curriculum.

RATIONALE

Homework can be defined as an important and relevant learning activity that is related to the school program. When children complete their homework, they consolidate and reinforce the learning from in-

school experiences in a practical and meaningful way. Homework is a planned and purposeful activity. Regular homework is a very important part of students grasping the daily concepts of any study area. Teachers who assign homework must have a process for addressing that assignment.

I. PURPOSE OF HOMEWORK

Homework consists of relevant learning experiences that are related to the school curriculum. A well-designed homework program should:

- Meet the developmental and individual needs of the student;
- Reinforce and extend school experiences;
- Homework has a direct relevance to the class in which it is assigned;
- Assist students in assuming responsibility for their own learning development;
- Develop positive attitudes towards independent study and life-long learning;
- Encourage the development of self-discipline, good work habits, and time management skills;
- Enable parents to become involved and to participate in their children's learning;
- Enable regular and on-going communication between teachers, parents and students;
- Assist students in preparing for subsequent learning activities;
- Homework is another way of evaluating student knowledge, understanding, thinking, communication and application.

A Homework Program will not:

- Be punitive;
- Place unreasonable demands on parent(s).

II. TIME GUIDELINES

GRADE	TIME ALLOTMENT
GRADE 1- 8	5 to 10 minutes per Grade most nights Gr. 1 – 5 to 10 minutes Gr. 2 – 10 to 20 minutes Gr. 3 – 15 to 20 minutes Gr. 4 – 20 to 40 minutes Gr. 5 – 25 to 50 minutes Gr. 6 – 30 to 60 minutes Gr. 7 – 35 to 70 minutes Gr. 8 – 40 to 80 minutes Plus Read Aloud or Independent Reading
GRADE 9&10	6 to 10 hours per week (depending on the type of assignment, course, or program; some students, including those with special needs, may have more of an in-class focus for their learning)
GRADE 11&12	An average of 10 to 20 hours per week (depending on Grade and course)

- The failure to regularly complete or hand in homework on time is considered a disciplinary issue.
- Students with missing assignments in a class will not receive a report card grade for that class until all work is completed and submitted.

ACADEMIC HONESTY POLICY

It is expected that students will produce original work and acknowledge any outside source of information.

CIS SUBSCRIBES TO THE IBO'S DEFINITION OF ACADEMIC HONESTY:

An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged.' Therefore, all assignments, written or oral, must wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. (Academic honesty: Guidance for Schools, IBO: September, 2003)

EXAMPLES OF ACADEMIC DISHONESTY INCLUDE BUT ARE NOT LIMITED TO:

- Plagiarism: directly quoting or paraphrasing another person's words without acknowledging the source
- Copying / collusion: taking someone else's work and submitting it as one's own
- Cheating on exams: having answers to exam questions prior to or during an examination; misbehaving during an exam; impersonating another student.

CONSEQUENCES OF ACADEMIC DISHONESTY

- Violations of academic honesty will be treated with focused critical attention by the administration and repeated offenses may lead to expulsion.
- Each student (MS/HS) will sign an Academic Honesty Agreement each school year.
- Students who are found to have been lacking in academic honesty will lose the privilege to qualify for an academic award in the subject in question. They will also not qualify for HR or HOS accolade awards in the semester of the incident.

ASSESSMENT POLICY

At Canadian International School, we believe that assessment is an essential tool to understand not only a student's ability, but to monitor his/her progress and reflect on his/her learning. Assessment encourages student growth and provides feedback mechanisms to help both teachers and students reach their curricular goals. Assessment is integral to planning, teaching, and learning. Assessment is a reflection of effort and of academic ability. A student who is ready and eager to learn may produce excellent coursework. Although coursework is not graded it is essential for student growth and must be completed by students without exception. Value is placed on preparation. All students begin their life-long learning journey with CIS and grow with CIS. The student body of CIS is very diverse and we recognize that many students are English Additional Language learners and this impacts teaching and learning. We acknowledge that students are individuals and as such have different learning styles and that a teacher's assessments should reflect this. Students are encouraged to be responsible for their own learning. The CIS community nurtures student potential and aims to prepare them for an ever-changing world. There is a shared responsibility between teachers, students and parents that allows for students to correct their work, reflect on their strengths and plan for their own improvement. Assessments are used for evaluating, recording and reporting student progress, with their primary function being focus on instruction and enhancing learning. We guide our students through the essential elements of learning, the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. We do this to inspire our students to participate responsibly, successfully and with integrity in the local and global community. Assessment at CIS is based upon the following:

The three C's:

- Assessment supports **conceptual** development
- Assessment helps students build **competencies**

- Assessment is approached by all from a position of **character**

The school's definition of learning:

Learning at CIS is a transformative process that leads to conceptual understanding, demonstration of competencies through application, and character development as seen through the CIS core values.

The concept of growth mindset:

- Every child has potential
- Assessment is designed for learning
- Assessments may be varied for the student
- Assessments measure students' personal growth
- The development of student autonomy and metacognition
- Assessment provides opportunity for reflection and growth
- Assessments provide benchmarks for students to celebrate their growth
- Student input into assessment types supports agency and metacognition

The CIS Core Values:

- Respect
- Inspiration
- Caring
- Integrity
- Joy

**Refer to the CIS Assessment Policy for full details.

STUDENT RIGHTS, RESPONSIBILITIES AND EXPECTATIONS POLICIES HONOUR AND RESPECT

All members of the CIS community are expected to uphold the principles of honour and respect. The fundamental right of any student, in any school, is to learn in a supportive and productive environment in which they are challenged and free from distraction. Students also learn best when their individual needs, backgrounds, interests and perspectives are reflected in the learning program.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

(A) AT SCHOOL EVERY STUDENT HAS THE RIGHT TO:

Learn in an atmosphere free from distraction; be comfortable, secure, safe and supported; free from bullying, harassment or intimidation; be treated with courtesy and respect by all members of the school community; be heard at the appropriate time and place; request and receive as much assistance as his or her teacher can reasonably provide; have due process in disciplinary proceedings; be informed in advance about school activities, attendance policies, dress codes, and other school policies.

STUDENT RESPONSIBILITIES

AT SCHOOL EVERY STUDENT HAS THE RESPONSIBILITY TO:

Be an active participant in the full life of the school; work as a supportive and respectful member of the CIS community; demonstrate courtesy and respect toward others; follow school and classroom rules; be an active participant in the decisions pertaining to his/her learning; maintain proper care of school materials and facilities; demonstrate and appreciate cultural sensitivities.

IN ORDER TO FULFILL HIS/HER FULL POTENTIAL THE STUDENT HAS THE RESPONSIBILITY TO:

Attend school daily, be punctual and have the necessary learning materials; complete homework and other assignments and submit them on time; be positive role models by following school expectations and demonstrating positive values in and outside the school; produce his/her own authentic and original work; in class, work in the language of instruction.

LANGUAGE IN THE CLASSROOM:

The expectation is English at all times. A student's mother tongue can be used, but students who want to use their first language should raise their hand and ask permission. First language can be used for clarifying task instructions or content with another student, explaining vocabulary or even when the class is having a short period of free time. Reading English language books in ES during the school day is the expectation.

ATTENDANCE POLICY

For our children to gain the greatest benefit from their education it is vital that they attend all classes regularly, and be at school on time, every day the school is open unless a valid reason for absence is unavoidable. Regular attendance, including punctuality, helps your child remain focussed on her or his learning and establishes important work ethic, qualities that will help students be successful in school and beyond. At CIS, we monitor all absences, latenesses, and early dismissals thoroughly. The following outlines how latenesses or early dismissals transfer into partial absences.

The school allows for a total of 18 absences over the entire 180 day year with a maximum of 9 absences per class. Every 10 weeks, the school will assess absences and principals will communicate in writing with families should your child be on pace to incur this many absences. Additionally, should your child miss 10 consecutive days of school, this is also an issue. Should your child miss 10 consecutive days of school or more than 18 days over the year, the school may consider whether your child is ready for promotion to the next grade.

If your child is absent you must:

- Contact us by phone or email as soon as possible on the first day of absence.
- Secondary student parents can complete the attendance excusal in Managebac.

If your child is absent CIS will:

- Telephone or text you on the first day of absence if we have not heard from you;
- Invite you in to discuss the situation if absences persist;

- The school will inform you if your child's persistent absences or lateness causes concern and will work with you to find a way of improving your child's attendance.

PERSISTENT ABSENTEEISM:

A student becomes a 'persistent absentee' (PA) when they miss 8% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parents' fullest support and cooperation to tackle this. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and you will be informed of this immediately. PA students are tracked and monitored carefully through our pastoral system and we also combine this with academic mentoring where absence affects attainment.

- If a student in Elementary misses more than 10% of the school year, the child may not be recommended to advance to the next Grade level or the family may be placed on an attendance probation contract.
- If a student in Middle School misses more than 10% of the school year, marks will be negatively impacted and the child may not be recommended to advance to the next Grade level.
- In the High School, students must be present for a minimum of 90% of their classes. As classes meet every second day, there are 90 classes total over the school year. Students may not miss any more than 9 of any class, otherwise credit for that class cannot be earned. To resolve attendance issues, students will need to attend make-up classes or earn missing credits through accredited online courses.

Students with persistent absenteeism or lateness will be formally notified by an administrator during the school year. After which, if the pattern continues that student may be placed on a contract to rectify the situation. Failing to meet the terms of the contract could result in the student not being recommended to advance to the next Grade level or withdrawal from the school.

Absences can only be authorised by your child's school. Legitimate reasons for absence, including the following, may be authorised by your child's school:

- Sickness
- Medical or dental appointments (where ever possible these should be arranged outside of school hours).
- Days of religious observance
- Exceptional family circumstances e.g. bereavement

Considerations may be made for illnesses, but not for leaving early for vacations or breaks, to attend long term family events, or other non-illness related absences.

Absences during the school day and after school events: Students will only be allowed to participate in events after school hours if they have been present at school that day. These include sports/drama practices, dances, MUN, Prom, team fixtures or competitions. Exceptions may be made for examinations outside of school where these have been arranged in advance in agreement with the school.

LATENESS:

Students are expected to be in school on time. If your child misses the start of the day he/she can miss work and will not spend time with their class teacher getting vital information and news for the day. Late arriving students also disrupt lessons.

The school day starts at 8:10 am and we expect your child to be in class at that time.

- Registers are marked by 8:10 am and your child will receive a late mark if they are not in by that time.
- Arrivals throughout the day or early dismissals will be counted as partial absences using the following guidelines

ELMENTARY (LATNESS):

- 9:50-10:55 arrival = .25 Absence
- 10:55-12:10 arrival = .50 Absence
- 12:10-1:30 arrival = .75 Absence
- 1:30 and beyond = 1.0

ELMENTARY (EARLY PICKUP):

- 1:30pm = .25 Absence
- 12:10pm = .50 Absence
- 10:55am = .75 Absence
- 9:50am = 1.0 Absence

SECONDARY (LATNESS):

- 9:45-12:00 arrival = .25 Absence
- 12:00-1:30 arrival = .50 Absence
- 1:30-2:30 arrival = .75 Absence
- 2:30 and beyond = 1.0

SECONDARY (EARLY PICKUP):

- 1:30pm = .25 Absence
- 12:00pm = .50 Absence
- 10:30am = .75 Absence
- 9:15am = 1.0 Absence

If your child has a persistent late record you will be asked to meet with CIS administration to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

Students with persistent absenteeism or lateness may be formally notified by an administrator during the school year. After which, if the pattern continues that student may be placed on a contract to rectify the situation.

Failing to meet the terms of the contract could result in the student not being recommended to advance to the next Grade level or withdrawal from the school.

HOLIDAYS OR EXTENDED LEAVE IN TERM TIME:

Taking holidays or extended leave to play sports in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children away during school time.

All applications for leave must be made in advance and at the discretion of the school a maximum of 10 days in any academic year may be authorized. In making a decision the school will consider the circumstances of each application individually, including any

previous pattern of leave. Students must complete an 'assignments and work' agreement that outlines deadlines and homework, before leave begins. Failure to do this will affect future requests for leave.

LEAVE REQUESTS (EXTENDED LEAVE POLICY)

Extended/early leaves are clearly disruptive to the educational environment, but are some times unavoidable. We ask parents to ensure that:

- Administration should receive advance notification of a planned leave and it is the responsibility of the student or parent to notify all teachers of the intended leave;
- Homework, and all assignments due during the leave must be rearranged, with new due dates assigned, before a leave commences;
- Tests/quizzes must be rearranged before the leave is taken;
- It is the responsibility of the student to be aware of work missed and be accountable for its completion;
- No work due during the leave may be submitted after the leave is over without prior written agreement from the teacher involved.

PUBLIC DISPLAYS OF AFFECTION

CIS students have the right not to be embarrassed by other students' public displays of physical affection. There must be no overt public display of physical affection at school, on school transportation or at school events. Intimate and prolonged embraces, kissing, hand holding and similar actions are considered inappropriate and potentially offensive behavior.

CELL PHONES

The use of cell phones is strictly prohibited within the school buildings and its facilities: cell phones are to be switched off during school hours.

- Operation of cell phones whether for communication, music or data retrieval/transmission will result in confiscation of the unit. All such items must be turned off and put away at the arrival area and turned on only at the dismissal area before boarding transport.

- Emergency calls can be made/received at the reception phone lines.
- We remind students and parents that the school will not accept responsibility for loss of, or damage to any digital mobile devices.

UNIFORM AND DRESS CODE

The purpose of the school uniform and dress code is to ensure that students maintain a tidy appearance and promote a positive social atmosphere in the school. Our school uniform is an integral part of the school. School uniforms are to be worn in a proper and acceptable fashion.

- Appropriate shoes are to be worn by students at CIS, Grade 1 through 12. Color is optional.
- We prefer non-marking soled shoes. No flip-flops or sandals.
- Dress Up – Dress Down occurs on the last Friday of each month.
- The CIS Uniform List is located in the Student Agenda Book (ES) and on the website.

Failure to adhere to the Dress Code is a disciplinary infraction and will be dealt with as such.

DISCIPLINARY PROCEDURE FOR STUDENTS OUT OF UNIFORM:

- **Step One** – Students are reminded of the Dress Code and the Dress Policy of CIS
- **Step Two** - Students are reminded of the Dress Code and Dress Policy of CIS, and are warned that in the event of a future breach, the student will call home to Parent/Guardians and explain that a further incident will result in action being taken.
- **Step Three** – Student calls home and tells Parent/Guardian that they have breached the policy regarding the Dress Code three times and they are now at the stage where if there is another infringement, they will be required to remain at the Office until a proper uniform is brought to them at school.
- **Step Four** – The Student calls home and states that he/she will be remaining at the Office- until a proper CIS uniform is brought to them.

- Any subsequent breaches will result in suspension from school.

PHYSICAL EDUCATION CLOTHING

All students are required to wear a CIS PE t-shirt, PE shorts and cap during PE lessons. The clothing must be in good repair and not damaged or defaced in any way. The following items are required:

- Students in G1 – G5: Regulation CIS red t-shirts or CIS polo shirts, and regulation navy blue knit shorts and caps
- Secondary School students: CIS white t-shirts or CIS polo shirts, regulation CIS navy blue PE shorts and caps.
- Athletic running shoes and socks
- Athletic shoes must have a flat, rubber sole. (No flip-flops, slip-on, heeled or platform shoes to be used.)
- No cleats/spikes on the tennis/futsal turf
- Uniform infractions will negatively impact PE grades

LOCKERS

Each Secondary student is assigned a locker. The student receives a key, and the office keeps a copy for emergencies. Replacement keys will be issued at a cost. CIS assumes no responsibility for the loss of materials that students bring to school and encourage them to leave valuable items at home, and to keep their lockers locked at all times.

CIS LIBRARY

Recognizing the diversity of individual abilities and interests, CIS views the learners as active participants in education who gain satisfaction from the dynamics of learning. The Library supports all classes and curricula at CIS to encourage students to be self-motivated, self-directed problem solvers.

In partnership with the Library, the student derives a sense of self worth and confidence. CIS has separate Elementary and Secondary libraries, both supported by media centers. They are open from 8:10 a m to 4:30 p m and during lunchtime, Monday through Friday. Students may also come to the Library during class time with the permission of their classroom teacher or with a whole class when scheduled by the teacher.

REPORT CARDS

Students are assessed continuously, and in a variety of ways, such as anecdotal records, checklists, quizzes and tests, reports, journals and oral presentations.

- Report cards are sent home two times a year. Additionally, mid-term Performance Reports for new students and “students of concern” are provided. These are to be treated as a ‘snapshot’ of your child’s performance at the time of publication.
- Parents are encouraged to meet with the teachers in order to discuss their child’s academic progress. In Grades 6 through 12, teachers distribute a breakdown of coursework weightage, so that students and parents are aware of grading practices.
- Report cards represent a formal evaluation of the student’s progress in all academic areas, in study habits and behavior. Parents are requested to contact teachers, if they have any questions about their child’s progress.

EARNING CREDITS AND GRADUATING

In order to graduate from CIS with a High School diploma, a student must attend Grades 9 - 12 (4 years) and pass each year with the credits described below. Additionally, each student at CIS must be diligent in accumulating the minimum expected engagement in projects as set in the CAS requirements and reflected upon on Managebac in order to obtain a CIS and/or IB diploma. At CIS in Grades 9 and 10 the IGCSE two-year program of study, is required, and in Grades 11 and 12, the IB diploma or the IB diploma course program of study is required.

All students graduating from CIS will earn one of the following:

- CIS diploma
- CIS diploma with IB diploma courses
- CIS diploma and an IB diploma

Most students will earn 18 Compulsory Credits:

- 4 credits of English (Grade 9 - 12)
- 4 credits of Mathematics (Grade 9 - 12)
- 4 credits of Science
- 2 credits of Humanities
- 2 credits of Additional Language
- 1 credit in Vocational Training/Physical Education/Arts/Technology
- 1 credit in Theory of Knowledge (TOK)

10 Additional Credits are required. Students must have at least 10 credits in any combination from the choices below. 2 credits are awarded for 2 consecutive years in the subject.

- 2 Credits of any Arts
- 2 Credits of Technology
- 2 Credits of any Science
- 2 Credits of any Additional Language and/or English as an Additional Language (EAL)
- 2 Credits in any Humanities
- 1 Credit in Physical Education
- 1 Credit for Extended Essay completed Total Credits: 28 credits Total Credits: 28 credits

IGCSE Minimum Grade for CIS credit: E

IB Minimum Grade for CIS credit: 3 Students who do not complete all graduation requirements before

the Graduation Ceremony will not be a part of the Graduation Ceremony. When all requirements are complete, then they may receive their diploma and final transcript.

ICE (International Certificate of Education) is awarded by Cambridge International Examinations to Grade 10 students who have successfully completed a minimum of 7 IGCSE subjects from a wide range of subjects- Math, English, Additional Language, 2 Sciences, an Art (Drama, Music or Art) or ICT, and Humanities. Students who accomplish this receive an ICE certificate from the IGCSE automatically. This is not required for CIS or IB graduation. As an IB student 14 credits are usually earned:

- English Language/English Additional Language - 2 credits
- Additional Language (not EAL) - 2 credits
- Math - 2 credits
- Science - 2 credits
- Humanities - 2 credits
- Arts or Science or Humanities or Technology - 2 credits
- TOK-1 credit
- Extended Essay with a minimum score of D- 1 Credit Typical total Credits earned: 32 Credits required for graduation: 28 credits

GRADUATION REQUIREMENTS

IB Diploma Students must:

- Attend 6 courses offered, 3 SL and 3HL;
- Must attend TOK classes and complete their TOK Exhibition and essay;
- Complete external assessment in 6 different subjects;
- Complete all CAS requirements;
- Complete the extended essay.

CIS Diploma Students must:

- Attend a minimum of 6 courses offered by CIS teachers;
- Attend TOK classes and complete their TOK exhibition;
- Complete internal or external assessment in a

minimum of 6 different subjects at the end of IB1 and IB2;

- Complete all 8 learning outcomes of CAS over a 18 months period (consistently). CIS Diploma Students may have some of the accommodations - these are decided on an individual basis.
- If a CIS Diploma student takes IB Courses, then the term 2 IB 2 result is used to gain credit.

COMMUNITY, ACTIVITY, SERVICE (CAS):

IB DP STUDENTS

Students should be involved in at least one project involving teamwork that integrates two or more of creativity, activity, and service, and is of significant duration. They must complete the three strands of CAS over the 18 months and achieve a balance between all three. Further, the CAS activities should allow the students to meet all eight outcomes. All CAS activities must be recorded with reflections in the Managebac database. This is monitored by the CAS Supervisor and overseen by the CAS Coordinator.

CIS DIPLOMA STUDENTS

Students need to have evidence of completion of the three strands of CAS over the 18 months and achieve a balance between all three. CAS activities must be recorded with reflections in the Managebac database. This is monitored by the Advisory Teacher and overseen by the CAS Coordinator.

Students who do not complete all graduation requirements before the graduation ceremony will not be a part of the graduation ceremony. When they complete all requirements, then they may receive their diploma and final transcript.

CREDIT RISK IGCSE (GRADE 9)

If a student in Grade 9 earns less than a grade of E in a subject, then the next opportunity to earn that credit is the mock exams in grade 10. The result of this exam will determine if credit is awarded, and the maximum grade will be E for the subject.

CREDIT RISK IB (GRADE 11)

If an IB 1 student scores less than 3 in any subject in the semester two exam, then credit will not be earned for that subject. The next opportunity to earn that credit will be the mock exams in grade 12. The result of this exam will determine if a credit could be awarded in grade 11 with a transcript grade of a maximum of 3. IB coordinators will meet with students and their parents when a student is struggling. If it is deemed in the student's best interest, the student may be moved from the IB Diploma path to the CIS diploma path, with course grades only from IB.

If an IB 1 student is deemed "at risk", that is if the student has earned a total of less than 28 points, parents will be contacted at the start of Semester 2 of IB1 and at the end of grade 11 to discuss support for improvement. A grade award meeting at the end of Semester 2 will be held to decide upon the promotion to IB year 2. Students may be asked continue as a CIS diploma instead with the option on IB Courses in subjects where they are scoring 4 or better. The IB Coordinator then meets with student and parents to discuss recommendations. The priority is on providing students with a challenging path to success. This is a sensitive and very individual process.

CIS DIPLOMA STUDENTS

If an IB2 student does not succeed in their internal CIS exam in Semester 2 in gaining the minimum score of 3, a re-sit examination is organized in May. The students must earn the minimum score of 3 to in all courses to be eligible for graduation.

REPORTS

At CIS, students in grade 10 and IB diploma Grade 12 students will received CIS report cards for Semester 1 only. All other grades and CIS diploma course students* will receive CIS report cards for Semester 1 & 2.

EXPLANATION OF GRADES:

DP IGCSE			
7	Excellent	A*	90-100
6	Very Good	A	80-89
5	Good	B	70-79
4	Satisfactory	C	60-69
3	Mediocre	D	50-59
2	Poor	E	40-49
1	Very Poor	F	30-39
		G	20-29

DEFINITIONS:

- English is defined as English, English Language, English B, Literature, and/or English as a Second Language.
- Math is defined as Math, International Math, Additional Math, Math Studies, Math SL, and/ or Math HL. Additional Math over 1 year earns 1 credit.
- Science is defined as Coordinated Science, Combined Science, ESS, Biology, Physics, Computer Science, and/or Chemistry.
- Humanities is defined as History, Global Perspectives, Economics, Psychology, and/or Business Management, Information Communication and Technology, Information Technology in a Global Society
- Additional Language is defined as Mandarin, French, French Ab Initio, Spanish, Spanish Ab Initio, Hindi, English, EAL, and/or Independent Study Mother Tongue.
- Vocational Training is defined as any skills/trade-orientated course taught at the high school level and may include cooking, keyboarding, photography, or electronics.
- Arts are defined as Music, Art, Drama, and/or Theater arts.
- Technology is defined as Computers, Information and Communication Technology (ICT), and Information Technology for a Global Society (ITGS).
- CIS Physical Education is defined as physical education, health, and/or swimming.
- Physical Education is defined as IGCSE Physical Education, a two year IGCSE program.
- Theory of Knowledge is defined as a course that uses a process of discovering and sharing- student's views on knowledge issues.
- Credit is defined as successful completion of a 1 year course (or equivalent) in a subject.

CIS Diploma Course Student is defined as someone who has successfully completed 28 credits and 18 months of service in Grades 11-12. This student may or may not also be an IB Diploma or IB Diploma Course student.

IB Diploma Student is defined as someone who has successfully completed a minimum of 24 points in 6 courses with a minimum of 3HL courses and completion of TOK, CAS, and EE. All other conditions of the IBO must be met.

IB Diploma Course Student is defined as someone who is a successful CIS Diploma student and has also completed select IB diploma courses successfully.

IB Diploma Course is defined as a two-year course of study culminating in an external exam set by the IBO.

IB Course is defined as a two-year course of study culminating with an internal exam set at CIS but following the IBO curriculum.

CIE Certificate is defined as the Cambridge International Exam Certificate and maybe earned with a combination

of 7 IGCSE certificates from a wide range of subject areas.

EE is defined as the IB extended essay component of the two-year program of study.

CAS is defined as the IB creativity, activity, and service component of the two-year program of study. This is recorded and reflected upon by the CAS coordinator and using ManageBac. Service is defined as community service completed in Grade 11 and 12. This may be the same as CAS. It is recorded and reflected upon by the CAS coordinator and using ManageBac.

Transcript is defined as the record of grades only from 9-12 in all subjects taken. Also add CAS, HS Dip awarded or not.

TRANSFERRING CREDITS

With the prior approval of the Head of School, Guidance Counselor and Parent/Guardian and the IGCSE and/or IB Coordinator where applicable, the student may:

- Receive a transfer of credits for courses completed at previous schools. This transfer of credit must be assessed before a student is admitted to CIS in grades 10,11 or 12.
- Receive a waiver of diploma requirements if the student has achieved a level of proficiency commensurate with the credit requirements of this school.
- Coordinated sciences in grades 9 and 10 is equal to 2 credits/year (from national secondary school)

TRANSFERRING TO GRADE 11

- A student who is accepted in grade 11 must stay for a minimum of 2 years to receive the CIS diploma.
- A student who is accepted in grade 11 must have a minimum of 16 credits before joining the school. These should include:
 - a. 2 credits of English/EAL
 - b. 2 credits of Mathematics
 - c. 2 credits of Science
 - d. 2 credits of Humanities
 - e. 2 credits of Arts or Technology
- A transfer student will receive four credits of

science, if the student has transferred into our IB program from the CBSE or ICSE curriculums with study of three sciences.

TRANSCRIPTS

At CIS, transcripts will be created by the Registrar, in conjunction with the Guidance Counsellor. Final transcript grades for 9 and 11 will be the average of the summative reported grades for Semester 1 & 2. Final transcript grades in grade 10 will be the grade awarded on the externally moderated examinations. CAS/ Community Service and TOK appear on the CIS transcript.

Self-taught IGCSE Language will appear on the transcript and 2 credits will be awarded upon successful completion of the examination.

Self taught IB studies are summatively assessed at the end of Grade 11 and in Grade 12 Mock Examinations. Successful completion of both of these exams will earn 2 credits.

Final Grade 12 credits and transcript marks are explained below. All transcripts will reflect the current grades and credits that a student has obtained. Transcripts will reflect any resit grades, but only after the exam grades have been calculated and approved.

- For IB Diploma students: Credit is awarded on average of Semester 1 and Semester 2 summative grades.
- For CIS Diploma students (all subjects taken as internal exams): Credit is awarded on the average of Semester 1 + Semester 2* summative grades. **
- For IB Diploma Course students:
 - a. In the courses they have not taken the External IB Exam, credit will be awarded on the average of Semester 1 + Semester 2*. **
 - b. In the Courses with an IB external Exam, the average of Semester 1 + Semester 2 summative grades will be awarded as final grade.
 - c. **If a student has not achieved a pass grade of 3, the predicted grade sent to IBO will be used to award credit.
 - d. *Internal Final CIS Exam

CIS ACADEMIC AWARDS PROCEDURE

At the end of Semester 1 and 2, an Academic Awards Assembly occurs for Grades 6 - 12 students and their parents. This assembly usually lasts about 1 hour and presents students with highest in subject, honor roll, and Head of School award certificates.

Highest in Subject - One student per grade, per subject is selected for this award. In Middle School, this grade reported on the term report card is used to determine the highest grade. This is an aggregation of coursework and summative assessment. For IGCSE and IB students, the grade reports for summative assessment are used to determine the highest in the subject. In the event of a tie, the subject teacher will look to coursework marks to help with this decision. If there is still a tie, then the subject teacher may choose to offer a maximum of two awards. Classroom behavior, attitude, and participation efforts will be used to make this decision. In the event of a class size being less than 5, only 1 award may be given. The highest in subject awards will not be given if the highest in subject is not equivalent to an A or above (Grades 6 - 10), 5 in IB1, or 6 in IB2 in the subject.

Honour Roll - All students with an average over 80% in Grades 6 - 8, and above 75% in IGCSE (Grades 9 & 10) (See below for IB guidelines) are recognized with this award.

Head of School's Accolade - All students with an average over 90% in Grades 6-8, and above 85% in IGCSE (Grades 9 and 10) (see below for IB guidelines) are recognized with this award. At the end of Semester II, an academic awards assembly occurs for middle schools students and those in Grades 9 and 11. The criterion for awards is the same as described above.

IGCSE students (Grade 10 students) are recognized at the beginning of the next school year after IGCSE results are released. IB (Grade 12) students are recognized at Graduation in May of each school year.

Honor Roll - This average score of above is recognized for this award.

	IB1	IB2
Sem 1	5.66	5.66
Sem 2	5.66	5.66

* (with a minimum of 4 + pluses)

** (with at least 1 6+) or 5.66 average

Head of School's Accolade - This average score of above is recognized for this award.

	IB1	IB2
Sem 1	6.33	6.33
Sem 2	6.33	6.33

* (with a minimum of 6 + pluses)

** (6.0 - with a minimum of 2 + pluses)

Students that are CIS diploma students or those with CIS diploma and diploma courses will not be eligible for Head of School's Accolade.

Students studying less than 5 subjects and a self-study A1 course will be eligible for both awards and their average will be based on 5 subjects.

GRADUATION AWARDS

The highest achieving student of the IB 2 Class is honored with the Head of School's Accolade. This award is given out at Graduation Night each year. Also at Graduation Night, the IB 2 Class Valedictorian, as selected by a CIS Staff Committee, through a student nomination process and following the CIS Valedictorian Selection Rubric, addresses the gathered guests and graduates.

MAKE-UP WORK AND INCOMPLETE GRADES

Students are expected to complete and submit all work as assigned by teachers. Missing assignments, whether formative or summative, will result in "RW" (result withheld) on the report card for that course and no credit earned. To resolve the issue, the student must complete and submit the missing work, at which point the report card will be updated.

PROBATIONARY STATUS

Probationary Status is assigned to students who are not demonstrating satisfactory academic achievement or who do not meet behavior expectations. Failure to adhere to conditions established during probation will jeopardize continued enrolment at CIS.

AT RISK STUDENTS

CIS Administration, with support from appropriate coordinators, will contact families of students who are at risk in a timely fashion to ensure success over the course of the year. With regard to academics, social adjustment, behavior, maturity, potential for future CIS success, etc., and looks to meet with parents of students that are seen as 'at risk' with respect to one or more of these categories.

STUDY PERIODS

There are supervised study periods designed to support student learning at the IB Diploma level. Students are encouraged to use this time wisely. Boarding students also have supervised study periods throughout the week.

ALL-SCHOOL SPECIAL EVENTS

Numeracy Week, Literacy Week, Sports Days, Science Fair, Multi-Cultural Day, Festival of the Arts, Earth Day are all examples of special events at CIS.

STUDENT LEADERSHIP COUNCIL

The Student Council is the authorized student representative and governing body. A Student Leadership Council Faculty Advisor oversees the Student Leadership Council; nonetheless, the Student Leadership Council is above all a student-led organization whose main concern is to represent the welfare of the student body, as well as to promote and preserve school spirit. Student Leadership Council members are elected by their peers. There are Student Leadership Councils in the Elementary School, the Middle School, and the High School.

TESTING

The students of Grades 3 through 8 undergo Measure of Academic Progress Tests (MAP) twice each year, once in Fall and again in the Spring. These tests in Reading, Language Usage, and Math, (Science at Gr 6-8) strive to find out exactly where students are performing and to better allow the teacher to know what they should be working on to improve.

APPENDIX

A. CIS INFORMATION TECHNOLOGY RESPONSIBLE USE POLICY (TO BE SIGNED AT TIME OF ADMISSION TO CIS)

The Information Technology program, and online resources provided by CIS are intended to be used as an educational tool to support the instructional program and further enhance student learning. Information technology at CIS is to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Canadian International School, Bangalore.

Access to the school network and the Internet is a privilege that is tied to responsibilities. Part of the educational technology program at CIS is to teach and promote responsible use of technology. It is expected that all students will be responsible users of technology at all times on campus and at home. Each teacher will also have specific policies regarding the use of technology in their classrooms. These policies should be respected at all times.

The guidelines below apply to all digital devices students may be using in school, including smartphones, MP3 players, slates, tablet pcs, iPads etc.

As a 'Responsible User' I agree to:

- Use computers, software, and other information resources to support learning, complete school assignments, and gain a better understanding of information technologies and their applications.
- Use the Internet to perform research related to academic and extracurricular school functions, and to communicate with scholars, students, and specialists outside of campus to improve knowledge and advance academic work.
- Print only when necessary and with permission.
- Cite references for any materials gathered using information technology, using all resources to the maximum degree allowed by copyright laws.
- Use technology to collaborate with students and faculty in academic and extracurricular

school functions.

- Seek permission to record or photograph classroom presentations and activities.
- Represent my own views, and not those of others, in any form of electronic communication.
- Protect my personal contact information and that of others, such as full name, home address, phone number, or other information of a personal nature.
- Speak with an adult I trust should I receive a message that is inappropriate or makes me feel uncomfortable.
- Respect that network bandwidth (no streaming), server disk space, and printer paper/toner are shared and limited resources.
- Support and respect the school's computer security systems.
- Keep my password private and not use anyone else's password (This includes your Apple ID).
- Send and display only appropriate messages, pictures, music, or any other media. Use language appropriate to a classroom at CIS when communicating in an online environment and know that any online communication should be something you would actually say in person: this includes e-mails, instant messages, digital images/videos, or web postings.
- Conduct myself appropriately when interacting with others in an online environment.
- Be responsible for all of my data and to store and back-up regularly.
- Be entirely responsible for the material stored on my school computer or iPad.

EXAMPLES OF UNACCEPTABLE USE:

- Online gaming and downloading music/ videos/software from the Internet
- The Internet provides access to information (ex. pornographic materials, vulgarity, gambling, militant/extremist material, hate speech, etc.) that is inconsistent with CIS's mission. Users may not access, store, share or display such information
- Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institutions', or other networks that are connected to the Internet is prohibited

CIS NETIQUETTE - BANDWIDTH AND PRINTING ARE SHARED RESOURCES. THINK ABOUT OTHERS WHEN YOU ARE ONLINE AND PRINTING.

- Please do not print directly from the websites; Copy the website contents paste it into Pages or a word processing document and print that document.
- Do not use the Internet unless specifically instructed by your class teacher.
- Respect the CIS Bandwidth; do not install any Apps during school hours. (Use only after 4.00 p.m. or do it at home)
- Do not Print Multiple copies of the same document. Use Photocopier for the second copy.
- Do not store any personal files (songs, pictures, or images, video clips etc.) in your school folder

I will use CIS Information Technology to help me: gather, evaluate, and use information for assignments or related personal interests, construct knowledge, and develop innovative products related to my learning, communicate and work collaboratively for my learning and the learning of others, plan and conduct research, manage projects, solve problems, and make informed decisions related to my learning.

By my signature below, I acknowledge that I have read, understand, and agree to follow and comply with the CIS Responsible Use Policy.

Student Name (Please Print)

Grade

Student Signature

Date

Parent Signature

Date

IPAD STUDENT AGREEMENT 2019/20

This Agreement will start on the first day of use of the iPad. This agreement is required for each iPad-using student of CIS. The school reserves the right to remove iPad privileges, if the student does not, or is unable to, for any reason, fulfil the requirements of this Agreement.

UNDER THIS AGREEMENT THE SCHOOL WILL:

Provide the student with:

- Sample instruction in how to use their iPads.
- On-going technical support both for hardware and software to keep the iPad working well.

- a. Provide access to server space to backup all school related data from each student's iPad. However, the school will not take responsibility for backing up personal data such as music and pictures. It is recommended the student also use home storage to backup work.
- b. Provide access to our Apple Sales Representative (if the iPad was purchased through CIS) and help with servicing and the 1-year warranty (or extended warranty if purchased) from Apple upon purchase of the iPad by CIS. Please familiarize yourself with the warranty conditions. Any charges for damage or loss are the responsibility of the student.
- c. Provide iMac computers in the library, to allow syncing and access to iTunes.
- d. Provide a Wi-Fi enabled secondary school to allow students access to all required learning materials.

CONDITIONS OF USE

- It is expected that students who learn with iPads will:
 - a. Familiarize themselves with their iPads and how to use them for learning in the classroom
 - b. Follow sensible procedures to safeguard their personal property and the school's property.
 - c. Agree to the School's Acceptable

Use Policy (AUP), in particular that inappropriate content is not being placed on the iPad.

- d. Ensure that their iPad is routinely updated with all operating systems and Apps.

- Students must make a commitment to achieving the Technology goals of the School and take part in the Technology activities provided.
- The iPad is for school use, and students will be using their iPad at home. The iPad must be available always and be charged at school for use in classes.
- The iPad remains the property of the student at all times.
- Students and their families are held responsible for any loss or damage to the iPad and may be asked to pay servicing and/or replacement costs if damages occur.
- Students must take adequate care and security precautions when using their iPad. For example, students will not leave their iPad in an unlocked room or unsecured overnight at school, or in any bus or car while the bus or car is unoccupied.
- Students will immediately report any damage or loss of the iPad to the School and to parents.
- Students will refer any problems in using the iPad to a member of the IT Department at CIS. Seeking help should occur before school, during break, or at lunchtime. Regular classes should not be disrupted with visits to the IT Department.
- Students will be responsible for syncing their iPad to their personal iTunes account or to iCloud.
- Each student will create an Apple ID. This ID will "own" all purchased apps. Transferring or changing the Apple ID may result in the loss of purchased apps.
- Students are welcome to customize their iPad. Students are encouraged to protect screens and backs of their iPads with laminating

screens and back and corner covers. This protection adds longevity to the life of the iPad. Privacy screen protectors that do not allow side view are not permitted.

- Students and parents will purchase and install required apps. A list of apps will be provided. This list will be specific to each grade level and has been created by teachers. These apps must be downloaded and ready for the first day of learning with iPads. Additionally, teachers may require free Apps to be downloaded throughout the year. Students are responsible for downloading the Apps within 24 hours of this request.

CIS RESPONSIBLE USE POLICY - MS/HS 2021/22

The Information Technology, and online resources provided by CIS are intended to be used as an educational tool to support the instructional and further enhance student learning. Information technology at CIS is to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Canadian International School.

Access to the school network and the Internet is a privilege that is tied to responsibilities. Part of the educational technology at CIS is to teach and promote responsible use of technology. It is expected that all students will be responsible users of technology at all times on campus and at home. Each teacher will also have specific policies regarding the use of technology in their classrooms. These policies should be respected at all times.

As a 'Responsible User' I agree to:

- Use computers, software, and other information resources to support learning, complete school assignments, and gain a better understanding of information technologies and their applications.
- Use the Internet to perform research related to academic and extracurricular school functions, and to communicate with scholars, students, and specialists outside of campus to

improve knowledge and advance academic work.

- Print only when necessary and with permission.
- Cite references for any materials gathered using information technology, using all resources to the maximum degree allowed by copyright laws.
- Use technology to collaborate with students and faculty in academic and extracurricular school functions.
- Seek permission to record or photograph classroom presentations and activities.
- Represent my own views, and not those of others, in any form of electronic communication.
- Protect my personal contact information and that of others, such as full name, home address, phone number, or other information of a personal nature.
- Speak with an adult I trust should I receive a message that is inappropriate or makes me feel uncomfortable.
- Respect that network bandwidth (no streaming), server disk space, and printer paper/toner are shared and limited resources. Do not install any Apps during school hours. (Use only after 4.00 p.m. or at home)
- Support and respect the school's computer security systems. Do not use programs to move outside our firewall.
- Keep my password(s) private and not use anyone else's password (This includes your Apple ID.)
- Send and display only appropriate messages, pictures, music, or any other media
- Use language appropriate to a classroom at CIS when communicating in an online environment and know that any online communication should be something you would actually say in person: this includes e-mails, instant messages, digital images/videos or web postings

- Conduct myself appropriately when interacting with others in an online environment
- Be responsible for all of my data and to store and back-up regularly

Online gaming and downloading music/videos/software from the Internet is an example of unacceptable use. The Internet provides access to information (ex. pornographic materials, vulgarity, gambling, militant/extremist material, hate speech, etc.) that is inconsistent with CIS's mission. Users may not access, store, share or display such information.

Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institutions', or other networks that are connected to the Internet is prohibited I will use CIS Information Technology to help me: gather, evaluate, and use information for assignments or related personal interests, construct knowledge, and develop innovative products related to my learning communicate and work collaboratively for my learning and the learning of others plan and conduct research, manage projects, solve problems, and make informed decisions related to my learning.

By my signature below, I acknowledge that I have read, understand, and agree to follow and comply with the CIS Acceptable Use Policy and the iPad agreement

ACCEPTANCE OF CONDITIONS

(Name of student and grade level)

By my signature below, I acknowledge that I have read, understand, and agree to follow and comply with the CIS Responsible Use Policy.

The student owns a _____ iPad
(Make and model)

with serial no _____

Date of Purchase of iPad: _____

Student Name (Please Print)

Grade

Student Signature

Date

Parent Signature

Date

FAMILY TIP SHEET ELEMENTARY SCHOOL

Common Sense on Digital Life

WHAT'S THE ISSUE?

We may think of our kids' online, mobile, and technological activities as "digital life," but to them it's just life. In their world, being able to connect and communicate 24/7 from just about any location is normal – and expected! Between kindergarten and fifth grade, kids go through rapid growth in learning about many topics, including digital media technologies. From playing games on their mom or dad's cell phone, to learning how to point and click a mouse, to navigating online by themselves, kids this age are participating in a connected culture.

WHY DOES IT MATTER?

Young children need to learn early how to make good choices so they can take advantage of the powerful technologies available to them. And to make these good choices, kids need parental guidance. The stakes are high because our kids' technological abilities can be greater than their maturity and judgment. Having unrestricted access to information and people can result in gaining a wealth of information and experiences. But it can also mean accessing inappropriate content and making inappropriate contact with others. The difference between a great experience and an iffy one lies in the decisions kids make. Just as kids learn to eat properly, swim safely, or drive a car carefully, they need to know how to live in the digital world responsibly and respectfully. Their ultimate success depends on their abilities to use digital media to create, collaborate, and communicate well with others. Those who master these skills in using digital tools will benefit from the digital world's awesome power. Sense says

Use bookmarks and safe search. Teach your child to bookmark his or her favorite sites. This way, your child is less likely to go somewhere online you don't want. Use safe search options on Web browsers, such as Google or Bing, to make sure your child can search safely.

Consider using filtering and blocking software. Some parents find these tools to be useful to help protect younger children from accessing inappropriate content.

Have older siblings help. Have your older children help

teach your younger children how to be responsible and safe online. Let the older ones know that you want them to help you protect their little brothers or sisters online.

Share wisdom. Kids often don't understand the implications of their actions. But we do. So we have to remember to extend our basic parenting wisdom to the digital world. We teach kids to choose their words carefully, play nicely with others, and respect their teachers. Now we have to extend those lessons to a vast, invisible world.

Pass along your values. As a parent, you can translate your values into the digital world and help kids understand the implications of their actions. Oftentimes the same rules that apply in the real world apply online, such as "be nice to others," "don't say mean things," and "think critically about information."

Seek balance. It's hard to know how much freedom to give kids. We want them to explore, enjoy, communicate, and create. We also want to be sure they are protected. If our kids are going to thrive with digital media, we must balance the negative with the positive, privacy with protection. As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose.

Keep an open mind. We don't see the world the way our kids do. And we don't help our kids when we judge their lives through the lens of a non-digital world. It's important for us to understand that our kids will spend much of their lives in a connected world, where everyone creates and communicates. We need to help them to enjoy it and learn from it.

FAMILY TIP SHEET MIDDLE & HIGH SCHOOL

Common Sense on Digital Life

WHAT'S THE ISSUE?

We may think of our kids' online, mobile, and technological activities as "digital life," but to them, it's just part of life. Their world is as much about creating media as it is about consuming it. Media devices have converged and become extremely powerful and portable. Phones aren't simply for phone calls anymore but for listening to music, sending texts, filming videos, snapping and sharing photos, and accessing the Internet. Our kids use their computers to do their

homework, but they also use them to socialize, stream video, and create movies and songs. And they can connect and communicate 24/7 from just about any location.

WHY DOES IT MATTER?

We want our kids to make good decisions so they can take advantage of the powerful technology that fills their lives. But in order to make good choices, kids must know how the digital world works. The very nature of the constantly connected culture means kids must understand the concept of privacy, so that what they post and create won't hurt or embarrass them at some point in the future. The fact that much of digital communication is anonymous means that consequences can be separated from actions, which can lead to irresponsible or disrespectful behavior. Much of the task of childhood and adolescence involves figuring out who you are. But in digital life, anything said or posted can live on indefinitely and create undesired consequences.

The stakes are high because our kids' technological abilities can be greater than their maturity and judgment. Having unrestricted access to information and people can result in gaining a wealth of information and experiences. But it can also mean accessing inappropriate contact and content. The difference between a great experience and an iffy one lies in the decisions kids make. Just as kids learn to eat properly, swim safely, or drive a car carefully, they need to know how to live in the digital world responsibly and respectfully. Their ultimate success depends on their abilities to use digital media to create, collaborate, and communicate well with others. Those who master these skills in using digital tools will be able to harness the digital world's awesome power. Sense says

Teach kids the skills they need to use technology wisely and well. It's hard to be a gatekeeper in a world with no fences. Parents have little control over the flow of information to their kids, who see too much, too soon. We no longer hear conversations or see what our kids create and share with others. Since we cannot cover their eyes, or shadow them everywhere they go, we need to teach them how to behave responsibly in the

digital world.

Keep an open mind. We don't see the world the way our kids do. And we don't help our kids when we judge their lives through the lens of a non-digital world. It's important for us to understand that our kids will spend much of their lives in a connected world, where everyone creates and communicates.

Don't be afraid. Parents can't afford to be technophobic. Our kids adopt technologies faster than we do. That means they're often way out in front of us. This fact can upset the parent-child relationship. So get in the game. Have your kids show you how to do something online if you don't already know.

Share wisdom. Kids often don't understand the implications of their actions. But we do. So we have to remember to extend our basic parenting wisdom to the digital world. We teach kids to choose their words carefully, play nicely with others, and respect their teachers. Now we have to extend those lessons to a vast, invisible world.

Pass along your values. One of the most important jobs of parenting is instilling in your kids the values you cherish. But in a digital world where actions are often divorced from consequences, where kids can be anonymous, and where they aren't face to face with the people they communicate with, they can lose their way. As parents, we have to be able to translate our values into the digital world and help kids understand the implications of their actions.

Seek balance. It's hard to know how much freedom to give kids. We want them to explore, enjoy, communicate, and create. We also want to be sure they are protected, or know how to protect themselves. If our kids are going to thrive with digital media, we must balance the negative with the positive, privacy with protection.

As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose. Kids need to see both the possibilities and the perils of digital life, so they can act responsibly and seize all that is wondrous about digital media to enrich their lives.

**THIS ADMISSIONS AGREEMENT MUST BE SIGNED BY THE PARENTS OR GUARDIAN AND WILL BE RENEWED ANNUALLY
WHEN ENROLLING THE STUDENT FOR THE NEXT SCHOOL YEAR.**

- The Parent acknowledges that the information contained in the CIS Family Handbook, delivered to each student, is known by the parents/guardian, and is by this means accepted.
- The Parent agrees with the payment of all fees as established by CIS and in accordance with authorized payment plans must be paid in full by the date established. In the case of non-payment, the School may restrict students from attending classes, withhold report cards, and/or refuse re- enrolment for the following semester.
- The Parent will ensure that the student attends all regularly scheduled classes. In the event of an absence, the parent understands that supporting documents of explanation for absence must be submitted.
- The Parent will support the student in order to help him/her meet the School's academic and behavioral standards.
- The Parents agree to cooperate and follow the directions of teachers and administrators in order to support the progress of the student.
- The Parent agrees to use proper channels of communication established by the School when seeking resolution to a problem or concern (i.e. initial contact with the teacher or person closest to the problem and then, if necessary, forwarding the matter to upper administration).
- All Boarding students at CIS must have a Local Guardian to act as loco parentis and they are responsible for the students during the two major Breaks in the school year, Winter Break and Spring Break.
- The parent understands their responsibility to contribute to a positive school environment and avoid conduct that creates or promotes intolerance or disharmony between and/or among the members of our school community and avoid making unfounded comments that may damage the image of the School or the staff.
- Failure to comply with this agreement and the policies and guidelines of Canadian International School – Bangalore may result in a student's withdrawal or expulsion from classes or from the School.

Student Name: _____

Grade: _____

Parent Name: _____

Signature: _____

Date: _____

CHANGE OF CONTACT DETAILS FORM

If you change your residence or telephone number, please inform the school in writing and provide new contact information immediately.

Student's Name: _____

Regular Bus Route #: _____

Requested Change of Route #: _____

Requested Bus Stop: _____

Driver to be informed: _____

Permanent/Temporary: _____

Any other Information: _____

Date of Change: _____

Parent's/Guardian's Name: _____

Parent's/Guardian's Signature: _____

NOTE: Changes in any of the above, even if for a day, must include the appropriate format.

Below is the pledge that all staff at Canadian International School take with regard to student safety and well-being:

**CANADIAN INTERNATIONAL SCHOOL
STANDARDS OF PRACTICE
(Teachers, Teacher Assistants, Staff,
Volunteers, and Others)**

This Standards of Practice ("Standards") serves as a guide to ethical conduct and professional behavior standards at Canadian International School.

Canadian International School is committed to the safety and protection of children and all members of our school community. The Standards apply to all faculty, staff, employees, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

INTRODUCTION

Educators are dedicated in their care and commitment to students. They treat students and staff equitably and with respect. Educators are sensitive to factors that influence learning. Educators complete assigned professional duties and tasks effectively. Educators strive to be current in their professional knowledge and recognize the importance of daily practice. They understand and reflect on student development, learning, pedagogy, curriculum, ethics, and refine their professional practice through ongoing inquiry, dialogue and reflection.

Educators promote and participate in shared leadership responsibilities within the CIS community that enhance the learning environment for all students. Educators, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, other professionals, and the public. Honesty, reliability, and moral action are embodied in professional integrity. Intrinsic to ethical expectations are trust and fair-mindedness. Educators honor human dignity, emotional wellness, and cognitive development. In their practice, educators model

respect for spiritual and cultural values, social justice, and confidentiality.

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of Canadian International School can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work, including procuring safe and healthy environments for all of our students.

The Purpose of this Standards of Practice is to:

- Inspire a shared vision of the educator where mutual respect is promoted;
- Identify values, knowledge and skills that are distinctive to educators;
- Guide professional judgment and actions of all educators;
- Insure the health, welfare and safety of our students and other members of our school community;
- Assure our parent and community stakeholders, accreditation agencies, and others of the accountability of the educators/staff who work at our school.

OUR SCHOOL COMMUNITY STANDARDS:

The following standards are intended to outline expectations and accountability for those individuals at our school who assume the important responsibility of working with children.

Standard 1: Good Moral Character — Because of the nature of their trusted positions, educators and staff members must exhibit good moral character.

Although Canadian International School understands that no background checks are 100% reliable, Canadian International School conducts professional background screening of the school's personnel prior to employment, providing reasonable assurance as to the lack of conviction of any crime involving:

- A conviction of any crime that would call into questions the individual's worthiness to work with children.

Standard 2: Ethical Conduct toward Students — School employees and support staff should always maintain a professional relationship with all students, both in and out of the classroom. They are also responsible for maintaining physical and emotional boundaries in such interactions.

Unethical and/or Illegal Conduct that also violates such boundaries includes, but is not limited to:

- Striking, hurting, or causing a student physical pain.
- Physical contact that exploits, abuses, or harasses.
- Engaging in any harassing behavior on the basis of race, gender, sex, sexual identity, national origin, religion, or disability.
- Covert or overt sexual behaviors involving students.
- Furnishing or allowing students to consume tobacco, alcohol, illegal/unauthorized drugs or inappropriate reading materials.
- Any other act of child abuse—including physical and verbal abuse, child endangerment, or acts of cruelty to children.

Communication with Children – is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between Canadian International School parents, administration, teachers, personnel, volunteers, and children:

- Where possible, e-mail exchanges between a student and a person acting on behalf of the school are to be made using a school e-mail address.
- Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.

General Physical Contact - Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate,

and never in private. School employees and support staff should show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration.

One-on-one Meetings & After-School Related Activities

– Interactions with a child or youth are best held in a public area or in a room where the interaction can be (or is being) observed; or in a room with an open door or window that provides visibility; including informing another adult when appropriate. The same prudence should be applied for after-school activities.

Student Discipline – School personnel and volunteers are prohibited at all times from physically disciplining a child and should adhere to the school's handbook policies on discipline.

Standard 3: Ethical Conduct toward Professional Colleagues

— Ethical conduct between colleagues and other community members upholds the following principles:

- A colleague does not engage in any verbal, physical, or sexual harassment of another colleague. Sexual harassment includes but is not limited to unwelcome sexual advances and invitations, verbal or physical conduct of a sexual nature, physical gestures of a sexual nature. Harassment can also be based on characteristics other than sexual or gender related, such as race, religion, national origin, sexual identity, or disability. It can take the form of epithets, insults or other forms of mistreatment.
- A colleague does not make false statements about other colleagues; falsify or misrepresent his or her credentials, school-related activities, or the school community.
- A colleague does not reveal confidential information about colleagues unless required by law.

Standard 4: Ethical Conduct toward Confidentiality

- Professional & Ethical Practices includes maintaining the confidentiality of students and staff academic, health, disciplinary, and other personal records; and having an understanding as to when transparency is necessary (e.g., student has a nut allergy) in order to promote the health, welfare or safety of students/staff.

Standard 5: Ethical Conduct toward Remuneration and Gifts

- Vendors - School personnel are prohibited from accepting gifts from vendors or potential vendors for personal gain in which the appearance of a conflict of interest may exist.
- Tutoring – School personnel should adhere to the school's handbook policies with regard to tutoring students or other services.

Standard 6: Ethical Conduct toward Honoring Employment Contracts — School personnel should honor all of the terms as contained in their employment contracts other than for unforeseeable reasons in which the school may formally release the employee from the contract prior to the employee abandoning any of its provisions.

Standard 7: Ethical Conduct toward School Property and Funds — the unauthorized, misuse, theft, or intentional damage of school property and the misappropriation of school funds is a violation of school policies and subject to severe discipline up to and including dismissal.

Standard 8: Ethical Conduct toward Reporting Incidents — School personnel must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way; or any other violation of this Code. Suspected abuse or neglect must be reported to the appropriate school authorities. In particular, the following are prohibited:

- Knowing failure to report physical abuse or sexual misconduct by another school employee, parent or adult.
- Knowing failure to inform the Head of School, Principal or Counselor about the commission of an act of unprofessional conduct by another educational practitioner.

Standard 9: Ethical Conduct toward Acknowledgement and Adherence to this Code

Members of the school community to which this Code applies must read this Code in its entirety and periodically sign-off; that is, agreeing to all of the Code's standards as summarized below.

CANADIAN INTERNATIONAL SCHOOL'S STATEMENT OF ACKNOWLEDGEMENT OF STANDARDS OF PRACTICE FOR SIGNATURE

I promise to strictly follow all of the rules and guidelines as contained in the school's Standards of Practice as a condition of my providing services to the children and youth participating in the school's programs.

The Standards includes the following key areas of my responsibility:

I will:

- To the best of my ability, promote the good health, welfare, and safety of all members of our school community and uphold high ethical standards.
- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Conduct one-on-one meetings with children and/or youth in settings that are open and visible to others; as well as never be alone at school activities without another adult being notified or present.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth, while also adhering to the school's policies on student discipline.

- Maintain appropriate physical boundaries at all times and touch children when necessary only in ways that are appropriate, public, and non-sexual.
- Cooperate fully in any investigation of abuse of children and/or youth.
- Avoid transactions with students, parents, or vendors that may be perceived as conflicts of interest.
- Comply fully with the school's policies on anti-harassment, representation and confidentiality standards, safeguarding of property and funds, and the honoring of contracts.
- Comply fully with the school's mandatory reporting requirements and the school's policy to report suspected child abuse, and other violations of the Code or other school policies.

I will not:

- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.
- Accept or give gifts to children or youth without the knowledge of their parents or guardians.
- Communicate with children over unmonitored e-mail.
- Use (Facebook, Twitter, etc.) or similar forms of electronic or social media to communicate with students except for activities strictly involving school business.

ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE CANADIAN INTERNATIONAL SCHOOL STANDARDS OF PRACTICE

My signature confirms that I have read this Standards of Practice and that as a person working with children and youth I agree to follow these standards. I understand that any action inconsistent with this Standards of Practice or failure to take action mandated by this Standards of Practice may result in disciplinary action up to and including removal from Canadian International School.

- Verbal discussion with administration
- Verbal warning – with documentation placed on file
- Letter of expectation placed on file
- Disciplinary action

Name _____

Signature _____

Date _____



CANADIAN
INTERNATIONAL
SCHOOL

Bangalore, INDIA

OUR MISSION

CIS is a culturally-rich mosaic serving each student by providing a world-class international education, nurturing potential, developing life-long skills, and preparing students for an ever-changing global community.

CONTACT DETAILS

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